

THE

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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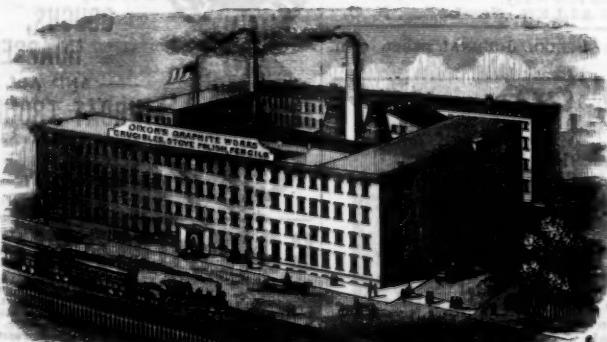
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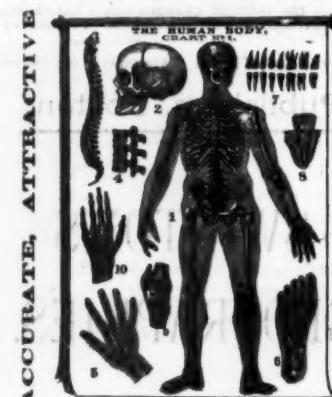
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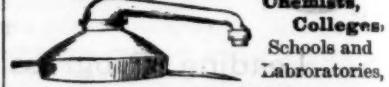
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The School Journal.

ESTABLISHED 1870.

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TRUST IN GOD, AND DO THE RIGHT.

Courage, brother! do not stumble,
Though thy path be dark as night;
There's a star to guide the humble;
"Trust in God, and do the right."

Let the road be rough and dreary,
And the end far out of sight;
Foot it bravely, strong or weary,
"Trust in God, and do the right."

Perish policy and cunning,
Perish all that fears the light!
Whether losing, whether winning,
"Trust in God, and do the right."

Trust no party, sect, or faction,
Trust no leaders in the fight;
But in every work and action
"Trust in God, and do the right."

Trust no lovely forms of passion;
Fiends may look like angels bright,
Trust no custom, school, or fashion;
"Trust in God, and do the right."

Simple rule and safest guiding,
Inward peace and inward might,
Star upon our path abiding—
"Trust in God, and do the right."
Some will hate thee, some will love thee,
Some will flatter, some will slight;
Cease from man, and look above thee—
"Trust in God, and do the right."
—Norman Macleod, D. D.

THERE is a remarkable "Chapter from Real Life," on the second page of this paper, and it came there in this wise: A few weeks ago a teacher told us a bit of life history. It was a simple story. Such as is often told, but seldom written, and this is the remarkable thing about it, *it is written just as told*. There are many life histories constantly occurring in the teacher's experience, which if published would encourage others. Communication is a spur to success. We may live some sort of lives isolated in one school room, away on the prairie, or in the heart of a large city, but it will be a poor, miserly sort of life. The man who says, "I don't care whether any body knows what I am doing; I don't trouble myself about what others are doing," is living a miserable life. There is no manhood or womanhood in it, it is savagery civilized, selfishness intensified, humanity dehumanized. Human experiences are more nearly alike than we suppose. What you think, all think; if not exactly, yet very nearly.

DILIGENCE in business is not always profitable. It depends upon the amount of intelligence the diligent man brings to his work. There was once a man, who, although he was never idle, was always behindhand—in fact he made a failure in whatever he attempted to do. Everybody wondered what the trouble was, but one incident revealed the cause. He was employed to assist in fencing a piece of land. Before breakfast he had dug twenty-five post-holes. "A good day's work well begun," was the exclamation of his employer. But judge of his surprise when it was found that they were all different distances apart. He brought no system to his labor, and the post-holes had all to be dug over again. "Diligent in business, but a failure," was the verdict at his funeral.

What was true of this man, is also true of thousands of other workers in every department of labor. If all unprofitable energy, wasted since man commenced to work, had been turned to good account the good time promised would be near at hand. How can this text apply to the school-room? Is there any unprofitable work there? How many teachers work hard, but to no effect? These questions answer themselves. But how can profitless labor be avoided? An incident in the last war is to the point. A soldier was wounded. His life blood was fast ebbing away. The surgeon sat by his side speechless for a full minute, and thought. In one minute more the man was safe. An attendant asked him, "What made you wait so long before you went to work?" "I knew the man had at least two minutes to live," he said, "and I took one of these minutes to think what to do." He did think, and when he acted did just the right thing, and saved the soldier's life. "Be sure you are right, and then go ahead," is a grand old saying, worthy of a place in every school-teacher's understanding. "But we can't always be sure," somebody says. Well then be as sure as you can. That will be doing better than thousands. "I didn't think," burnt Chicago, and has not only lost many a teacher his place, but has lost many good men to the world.

We are not preaching this week so much on education by doing, as by thinking, but it still remains true that thinking would do no good if it was not acted into doing. Doing does the good, and the mischief, too.

COMMUNICATION is the key to happiness. We will not discuss the religious side, but the human. If I have a joy, it increases it to tell another about it; if a sorrow, it lessens it to reveal it to a friend. Even a cheerful "Good morning," when it is hearty and not perfunctory, uplifts. It always depresses the spirit to go down the street of a crowded city and meet no one in all the throng who knows or cares about you. If you should fall dead, the surging crowd would press on just the same, only curious to see something in the circumstance a little new. Once in a while, passing through the city, when the cheerful voice of a friend is heard it sends a thrill of joy. "Yes, somebody knows me," you think. "I'm glad to see you, old fellow. How came you here," and the hearty hand shake and outburst of good fellowship lifts you up, and you go on feeling that after all the world is a good one to live in, notwithstanding its crusty exterior.

NO matter what other steps of progress are needed, there is none so important as the elevation of the teachers. Are people poorly paid? Educate them. Are they intemperate? Educate them. Are they in poor health? Educate them. Are they diseased and filthy? Educate them. Are they superstitious? Educate them.

It is probable that nearly every enlightened person in this country and in Europe will agree to this doctrine. Every teacher cries, Educate! But the trouble is that few know how to educate. Plenty of people can put the children through a grind they call education, but few can educate them. "Give me a whip," said one man at a state association, "and I'll guarantee the multiplication table will be learned."

That man supposed he was educating. And thousands who are grinding at the mill in their school-houses to-day honestly believe they are educating.

The elevation of the teacher is the great problem to-day. We have school-houses enough, school-books enough, and school money enough. We lack in teachers. There is no one to tell those that are grinding in the school room mill that they are not teaching. They are under the dominion of the traditions of the past. "To keep it so still that you can hear a pin drop," is yet one of the first principles with a large number.

Not long since the JOURNAL referred to Supt. McAllister's work in Philadelphia as calculated to elevate the teachers of that city. A subscriber there writes to inform us that the teachers cannot be elevated—they are already on the top round of the ladder—heaven being the only higher point to be attained. This is the belief of a vast number of teachers.

The effort of the JOURNAL is to press forward to higher and better forms of education. It admits that teachers in the past have possessed an earnest spirit, but their teaching has been experimental and empiric, and for that matter it must continue so to be. But some solid ground of principles is at last slowly appearing. The great thing is for the teacher to be as humble as the youngest of his pupils, and be as willing to learn.

THERE is not much in this world too deep for the average mind to comprehend. When a man talks so that you can't understand him, depend upon it he cannot understand himself. The remark is often made, "He is a very learned man, but I do not comprehend him," the probability is the hearer or reader understands him as well as anybody else. It is well to distinguish between transparent depth, and shallow muddiness. The more thoroughly a man understands his subject, the more simply will he express his ideas.

THE TEACHER'S DUTY TO HIMSELF.

There is no surer way to advance a pupil than to advance his teacher. It was a custom once much followed, for a student to leave college and teach; meanwhile keeping up with his class by earnest study. It has been asserted that these students made excellent teachers. The fact that they were students had much to do with their success. The impulse they had to make advancement themselves affected their teaching.

It is a fact that no one is so poor a teacher as one who is teaching himself nothing, the number of these is large. In a certain district in New York state the son of a farmer residing near the school became the teacher; he was just from the academy and gave satisfaction. In the summer he worked on the farm, and in the winter taught the school again. He married; his father died, still he worked the farm during the summer, and taught the school in winter. He was pleasing and popular, but five years was all that the people could stand. The boys and girls would not go; they had heard his stories until they knew them by heart.

Few men or women can teach long in the same school, if there are bright and witty boys and girls to read and penetrate them. That they cannot—unless they become what those boys and girls are—learners. In another school a new man became very popular, and the cause was assigned by one of the pupils as follows: "Mr. P—studies as much as we do; I see his lamp burning when I go to bed. I like such a teacher." Why is this? Because a running spring is better to drink from than a stagnant pool. In order to advance, some teachers connect themselves with some school, society or club, others make a record of their work and of the books they read. This last is very important. In a little book put down the names and dates of each book, tell the pupils the substance of the book. If it is David Copperfield, tell them in an interesting way about some of the characters. Advise them to read or not to read the book.

This is but one way to advance. If the reader of this paper has joined a society and pays a fee to be a member, this society lays out work for her and questions her; she is a pupil herself.

Let the truth strike deep in the mind of every teacher, that he who would teach well must himself be a learner. I well remember when a boy at school, the master said to me on Friday night, "I am going up to your house to board next week; will you please carry up these books; I shall read them at your house."

He had been several miles to a library and got the volumes. The titles were read to me "The Glory and Shame of England." We read them. But most of all I felt a profound respect for that teacher."

FASHIONS change, but it is a curious fashion, certainly, that causes delicate young ladies, who would scorn to soil their dainty fingers in dish-water, to dance attendance as servants and nursery-maids *on a dog!* According to the Boston *Courier*, fashion in that city "occupies itself in devising new and more and more absurd devices for the adornment of the four-legged pet, while quite an elaborate system of dog etiquette is so well established as only to need to be written to take its place with the recognized classics of the polite world." Industrial training will cure all this nonsense. The truth is there are many young women, and young men who scorn ordinary work, but do not scorn worse things. Set such persons at labor. Make them sew, cut garments, make bread, prepare puddings, plane, saw, carve, pound iron and brass, and make a pair of shoes, and they will respect *useful labor*. There is no place in all this broad land for any man, woman, or child, who despises honest work! We'll ship such persons to Europe at public expense, and be the gainers thereby. Dogs are useful animals, but a dog in a woman's lap who affects to despise the "working class" ought, by law, to be made to prepare, cook, and eat her own food for five years.

THE queen of Roumania is delivering a course of lectures before the students of the Bucharest high school. Before commencing this task she had to obtain from the minister of instruction a regular professor's diploma, and to obtain that she had to pass a strict examination like any other applicant for a teacher's position.

It is a matter of national congratulation that the magnificent lenses for the great Lick telescope have reached California safely. It seems to be the opinion on the Pacific coast that it will bring the moon within a few miles of us and permit us to become better acquainted with the men and women living in that cold world. But

the fact is, as the San Francisco *Chronicle* says that other branches of Mr. Lick's benevolence will probably prove of more general utility than the great telescope. "The results of astronomical study," it says, "are necessarily limited in their beneficial effects to a small class in such a community as this, while such institutions as the free public baths and the school of mechanical arts are of immediate and practical benefit to the people at large." All of which is true.

HIGH philosophy must be producing practical results in Concord, Mass., for a photographer there advertises that he can take pictures of children in "less than half the time of the instantaneous process." Quite a brief time certainly.

In a recent examination in an English school the pupils were asked to, "draw a map of India and mark on it the route of the Prince of Wales." This Miss Brackett calls "grotosque English." Just so.

SUPT. C. E. SURDAM, of West New Brighton, Staten Island, has opened an industrial department in his school, including instruction in general industrial, mechanical, and architectural drawing, cardboard, clay and wool working, and sewing. The course followed will be that prescribed by the Industrial Education Association of this city, and it will be under its general supervision. We hope to hear further of the methods and success of this undertaking, and also that other schools have so far realized the importance of manual training as to make it a part of their curriculum.

ONE of our contributors suggests the following questions for discussion: "Schemes for graded rhetorical work," and "What is the highest ideal of composition work in secondary schools?"

We would be pleased to receive contributions on these subjects from our readers.

A CHAPTER FROM REAL LIFE.

The year's work is done. The annual examinations are finished. We sent a large class to take the test. We have been congratulated on our success. Many, yes, nearly all of our class have passed. A good showing says the public at large.

Are we happy? Alas! no. Johnny has been left behind. Johnny was under our charge for four years. O, how he tried us! Time after time we were tempted to suspend him from school. Still, we held on to him year after year. Some of our friends thought us too patient. Others said, "We lacked back-bone." While others who knew and understood us said, "There is a limit to all things and you have done your duty." Still, we held on to Johnny. Even some of his class-mates thought we were letting Johnny go too far. Yet, we did not give him up.

A few weeks before the annual examinations, however, the last straw breaks the camel's back. We sent for the father and asked him to take Johnny from school. "We have no influence over him," we say, "Nothing we have ever done or said has moved him, and now we feel that for the good of the school he must go."

The father with tears in his eyes agrees with us. Thanks us for all our care and patience, and we feel while he is talking that we have been quite a hero. Johnny goes, and when he has gone we do not feel so much like a hero as we did. We feel that we are a poor, weak, impatient, good-for-nothing man, and long to get out of teaching and go into something for which we are fitted.

The year has gone. Its work is done. Johnny has not graduated with the rest and we feel that, notwithstanding the congratulations of the public, the year's work has been a failure.

Weeks, yes, months, have passed since Johnny left us. To-day there was a ring at the door-bell. "Some one wishes to see you," says the little monitor. We go to the reception-room, where we find an old friend. We shake hands and are glad to see each other. Our friend asks after our health. How our class is doing? What kind of a class it is? Then he tells us of himself. Where he has been. What he is and has been doing. Thanks us for something we once did for him. Tells us that though he did not show any appreciation at the time, his heart was softer than we thought. Says he has just joined the church and is taking up some of his old studies at home.

We grasp his hand and say, "Ah! Johnny (yes, he), we always said you would come out all right. We are so glad you came to see us. Come again often. He says he will. He does not go yet, and we see he still has something to say and we encourage him to say it. At last he says, "There is one thing I do not yet understand." "What is that, Johnny?" we ask. "Why did you sometimes tell me before the class that you thought I would come out all right? I can see why you did sometimes in private, but do not see why you did in public." "My dear boy," we say, "We did it because we try to do our work for all time and not only for the time being. In your old class of forty boys and girls some, perhaps many, may become teachers. They may have a Johnny in their class. They will then remember you and us, and will remember our words, and when they see you or hear of you becoming a good man, they will have more patience with their Johnny and will be thankful to you and to us for our lesson of patience to them."

How happy we feel to-night! How thankful we are to our kind Heavenly Father because He has given us a little view of our harvest!

O, teachers, what a grand, noble work is ours! We are too apt to look for immediate results, and think, if we see or hear of no improvement in our pupils that none has been made.

Let us remember:

"For good or bad our lives and influence make,
Perchance to live and spread when we are dead,
E'en as the pebble thrown into the lake,
Will move the waves in widening circles spread,
Each circle widening, widening, till it break,
Upon the margin of its little sea.
So every influence does its journey take,
Perchance to break upon eternity."

—W. M. G.

HOW TEACHING CAN BE MADE A PROFESSION.

THE vocation of teaching teachers is not now a profession, not because there are not men and women doing professional work, but because the number of these is so few. In the state of New York 30,000 teachers are employed, and of these 2,000 are professional teachers—that is holders of normal school and state certificates. This gives a ratio of one to fifteen. No nation is a civilized nation if only one of fifteen know the arts of civilization; nor is teaching a profession if only one out of fifteen has the knowledge professional teachers should have.

The problem is, how shall we increase the number of such teachers? It is the same problem that such men as Bishop Alonzo Potter, Gideon Hawley, and other great men sat down to solve in 1843-4 for the state of New York. They saw no way but to recommend the establishment of a normal school and the legislature gave an appropriation. As years rolled on, it was seen that one normal school was only a drop in the bucket, and eight others have been established. Now it seems that we need fifteen times nine normal schools.

It is plain the state will not give two millions and a half annually to support normal schools nor ought it to do so. What the state can do is to employ the means it now has to professionalize the teachers. The first step is *enrollment* step. Let all who are holding the third grade be enrolled in the third class, and so on of the rest.

The next step is the

ADVANCEMENT STEP.

Having adopted the course of study now pursued in the normal schools let the state superintendent give to the third grade the studies they must pursue to enter the second grade, and so of the rest. Let each grade have a year to complete preparation for the next grade. During the summer let the teachers of each county assemble and be thoroughly drilled, examined, advanced, and set upon new studies. The first grade should be examined by the faculties of the normal schools.

The same questions should be propounded throughout the state, at these summer sessions, to the third grade and so of the rest. This would secure uniformity. The answer (in writing) should be sent to the state superintendent's office and he should declare who should be advanced.

In a few years this plan would give the state ten thousand professional teachers. The only additional expense would be in an increase of the number of pedagogic professors—or, as we now call them—institute professors. These gentlemen are doing a most valuable work but they are too few in number. They can continue to meet the teachers of a county, but it will be best to

them in grades; that is, the third grade assemble in one room, the second in another, and so on. The instruction each grade needs is so different from that of another that a teacher for each grade is needed as much in the institute as in the normal school. This work could be done by the professional teachers of a county under the direction of the pedagogic professor and they should be paid for it.

It is apparent this would form the teachers of a county into a county normal school, to be in session in July and August.

The need of a list of examination questions to be the same for each grade in all parts of the state, is apparent.

The need that the state should do something definite for the third, second, and first grade teachers is keenly felt. They are sadly neglected; they suffer, the children suffer, the whole state suffers. A plan like this would make teaching a profession in New York State in ten years.

TONIC SOL-FA ITEMS.

The title of the monthly journal, the *Tonic Sol-fa Advocate* has been changed to *Musical Reform*. Mr. Seward has introduced this change to make it apparent that the single purpose of the movement is to raise the standard of vocal music in America, and that the tonic sol-fa system is advocated simply because it leads more directly and rapidly to that result than any other method.

Dr. Thomas S. Hastings, of Union Theological Seminary, a son of the Thomas Hastings, who is so well known as one of the two great pioneers of American music, has declared himself strongly in favor of the new system as "the only hope of American church music in the future."

A sure evidence of the educational power of the new method is the fact that the children often introduce singing by note among their games at home. A teacher who gave several of her scholars (from 8 to 10 years of age) a "modulator" as a Christmas present, is informed by the mothers of the children that her gifts are more highly prized than any others they received. Some of them have blackboards at home, and when the children visit each other, one of their favorite amusements is to sing from the modulator and write remarks on the board in the simple tonic sol-fa notation and sing them.

A prominent New York publisher is now bringing out an edition of a church hymnal in the tonic sol-fa notation. This is an important step in the right direction. In England all the church and Sunday-school hymnals are printed in this notation, and music of a high order is sung by the people, and sung more generally than the simpler American tunes are sung by our congregations.

THE SCHOOLS OF THE EMPIRE STATE.

The report of State Supt. Draper, just transmitted to the legislature, is full of interesting material. We devote considerable space to extracts from what he says, knowing that the teachers throughout the country will be interested in knowing not only what New York now is doing, but what she proposes to do in the future.

SCHOOL POPULATION, DAILY ATTENDANCE, TEACHERS' WAGE, AND MONEY PAID.

In 1850 the total expenditure of public money for school purposes was, in round numbers, \$1,600,000; in 1860, it was \$3,700,000; in 1870, it was \$9,900,000; in 1880, it was \$10,300,000; and in 1886, it was \$13,900,000. The school population was 1,315,900 in 1860; 1,480,761 in 1870; 1,641,173 in 1880, and 1,735,073 in 1886.

ATTENDANCE OF PUPILS.

From the data in our possession, it seems that fifty-nine per cent. of the school population attended the public schools at some time during the year; in 1880, it was sixty-two per cent., and in 1870, it was sixty-nine per cent. The average attendance, taking the entire year together, was thirty-six per cent. of the children of school age; in 1880, it was thirty-four per cent., and in 1870, thirty-two per cent. The average time each child attended school during the last year was twenty-two and one-tenth weeks; in 1880 it was twenty and four-tenths weeks, and in 1870 it was seventeen and six-tenths weeks.

WHAT NORMAL SCHOOLS SHOULD DO.

The normal schools, as now operated, do not fill one in ten of the vacancies occurring in the ranks of the 30,000 common school teachers of the state. They might spend less time on foundation work, than they are now doing. If they should receive no pupils but such as are fairly educated, and should confine their labor to special training in methods and practice, they would accomplish larger results. If this position cannot be taken at once, it at least should be determined upon and worked up to as rapidly as circumstances will permit. The necessity for some normal instruction among the large class of young persons who have caught but little or desire to commence, but cannot afford the time or expense involved in a two years' course in a normal school, is very great. It is difficult to know how to meet this de-

mand. Perhaps it might be done by holding a normal institute lasting from four to eight weeks in any county where a suitable number of such persons might indicate their desire for it. It is estimated that from 3,000 to 4,000 teachers in our common schools drop out every year, and their places are supplied by as many more without previous experience, nine-tenths of whom have no adequate preparation for the responsible work which they are taking up. The necessity of taking steps which will at least show them how little they do know and give them some realization of the need of better preparation, and then start them in the way of securing it, is pressing. In the work of preparing teachers for the public schools we are spending too much money upon too few persons. In some way, or in all ways possible, we must spread out more and reach more persons. Measures having this in view cannot be much longer delayed.

TEACHERS' INSTITUTES.

The following suggestions have been made concerning this important branch of normal work:

1. Change from county to district institutes, so that the number in attendance will be smaller, and make the institute a teachers' school rather than a mass meeting.
2. Insist that every school in the district shall be closed while an institute is in progress; stop trustees from resorting to subterfuges to avoid paying teachers' wages while in attendance, and then require that all teachers attend as promptly and regularly as they attend to their school duties while teaching.
3. Make a program of work in advance.
4. Supply the best and most practical instruction possible.
5. Bring the normal school faculties into active co-operation in institute work.
6. Hold but one institute in a district during the year.

INDUSTRIAL EDUCATION.

The subject of the education of the hand as well as the head, is attracting very general attention in this country as it has in Europe for many years. Indeed, so many times has the undertaking been entered upon with such gratifying results, and so much has been said and written upon the subject, it may be said that manual training, as a part of public educational work, has passed beyond the experimental stage and is an established fact in many localities. It is a subject for consideration, and about which there will probably be differences of opinion, whether it is better to introduce manual training into the schools as they now exist or to set up separate institutions for it where those who specially desire it as those who desire the benefits of the high school, do now. Whether the state itself should directly engage in the undertaking may also well be doubted. But that the state could appropriately hold out some extra encouragement and inducement to any locality which will set up an industrial training school, for both boys and girls, there can be no question, for thereby it will best educate its youth to the most practical affairs. While not undertaking to fully prepare its children for any particular trade or employment, any more than it does in the high schools, it will enable them to decide intelligently for themselves what avocations will be best suited for them; it will educate them to thrift; it will add to the general comfort and convenience of the people, and it will be doing something substantial toward dignifying hand labor, and making it, in the feelings and sensibilities of the people, honorable.

HEALTH AND DECENCY.

The location, manner of construction and general condition of out-buildings in the smaller villages and outlying districts is frequently a disgrace to our civilization. The subject is an old one; it is not necessary to re-state facts which are well known, or to argue what will be universally conceded. We have talked long enough; we had better correct these evils or admit that they are impossible of correction. We can properly make a good start by declaring that each school-house in the state shall be provided with water-closets, or out-buildings, for each sex, entirely separate from each other and having entirely separate means of access; that these shall be outside of the building unless the neighborhood be supplied with running water sufficient to keep them from becoming foul; that when these are situated outside of the building they shall be at least fifty feet from, and be connected with it by a covered walk; that privy vaults shall be abolished; that boxes and buckets shall be placed under the seats, and earth or ashes provided as a deodorant, and that the whole shall be thoroughly cleaned as often as once a week.

A COUNCIL OF EDUCATORS SUGGESTED.

With the mass of business precipitated upon it, the Legislature finds it impossible to give such subjects deliberate consideration. Suppose \$10,000 were expended in paying the expenses of a special council of educators, of perhaps thirty persons, to be appointed by the governor, and to be representative of the Regents and the college men, and the normal school men, and the academy and high school men, and the city boards, and superintendents, and the school commissioners, and the trustees and teachers of district schools, and others not engaged in educational work but interested in and having ideas about it, whose duty it should be to assemble at the Capitol next summer, and deliberate for thirty or sixty days, and formulate and report their conclusions, is anyone prepared to say that the money would not be well expended?

MIND STUDIES FOR YOUNG TEACHERS.—VI.

MIND INCENTIVES.

"Lulled in the countless chambers of the brain,
Our thoughts are linked by many a hidden chain.
Awake but one, and lo! what myriads rise!
Each stamps its image as the other flies."

Thring says, "It is useless pumping on a kettle with its lid on. Pump, pump, pump. The pump-handle goes vigorously, the water pours a virtuous glow of righteous satisfaction and sweetly beams on the countenance of the pumper; but—the kettle remains empty."

When a man is in a sound sleep we must get at him in order to wake him up. After a thorough shaking he yawns and rubs his eyes, and looks around in a dazed stare and wants to know what all this fuss is about. "Why can't you let me alone?" No, we cannot let him alone. He has work to do that must be done, and he must be wide awake while he is about it. He himself really wants to wake up, but sleep is too much for him; he must have outside help. So it is with the child. We want his help in the work of the world, and we must wake him up. It must be accomplished by incentives. What are they?

The pump and kettle illustration of Thring is not altogether an apt one, for the mind is not a kettle to be filled by outside pumping in, it may better be supposed to be in a dormant state, and must be waked up—or in a germ state and must be nurtured into maturity and symmetry. The mind of another cannot be excited to activity without a corresponding activity on the part of the teacher. An able, earnest teacher will always find able and earnest scholars.

Curiosity is an incentive. We are all extremely curious to know things hidden from us, for men are but children of a larger growth. A boy will sit on the bank of a river all day and fish, content with only an occasional nibble. He is curious to know what sort of a fish he is going to catch. Guessing is a favorite sport with children on account of this element of curiosity in it. If a teacher bring a closed box into the school-room and say, "I have something very wonderful in that box. Guess what it is," he will find every eye wide open and every pupil showing evidence of the deepest attention and interest.

Skillfully used, this is a powerful mind incentive, but it is easy to drop down into the most commonplace questions and answers, as "What is this I hold in my hand?" "Jane, you may take it and tell me whether it is hard or soft," etc., etc. Certain kinds of object lessons, as given in many schools, are of this insipid stamp. A genuine curiosity will often create enough disorder to send a strict disciplinarian of the old school to the insane asylum. It is easy to put children upon an intellectual race-course through curiosity. Let them run; as long as they can be brought to a stand when necessary, no harm will be done. A prudish exactor of order and propriety will squeeze all the juice of life out of a school for fear of noise and indecorum.

The principal mind incentives are love, duty, intellectual excitement, praise, pay, and fear. Perhaps the order in which they are given here is, as nearly as can be determined, the true statement of their value in inciting the mind to action. It would be profitable to stop and discuss each of these forces, but space and time will not permit it.

It must be remembered that the mind can only be reached through the senses. These are the only avenues to it. Therefore, the more acute the senses become, the more impressions they will convey to the brain, and consequently the more knowledge it receives. Everything the mind actually takes in, it keeps, and sometime it gives out again. Some impressions upon the senses do not reach the mind, but when they do, they are not lost; consequently the work of the teacher must be so to train the senses that they will readily convey impressions to the mind and so train the mind, it will keep what is given to it. This can only be done through voluntary activity. There must be freedom. Whenever a restraining or forcing process is undertaken the mind will not be free to act, and as a result it will not grow. Scolding or commanding destroys the free activity of the learner. He must willingly yield himself to the work before him. In other words, the teacher must get willing interest. This can be done at first by objects, and then by imagining, reasoning, classifying, or reproducing facts. If a teacher says, "You must give attention! If you do not I shall keep you after school," he might as well talk to trees or stones; yes, better; for trees and stones are passive, but under these words the mind becomes antagonistic and repellent. Equally impossible would it be to excite interest by urging duty. "You ought to be interested. It costs so much to send you to school; why are you not interested?" It not only accomplishes nothing, but represses and often destroys interest.

The motto at the head of this article indicates a most valuable mode of procedure in inciting the mind to action. One thing always leads to another. Following up link after link, keeping the continuity of thought, and not permitting it to wander off into side issues, is essential. This holding the interest concentrated on one thing and its logical associates, is an essential element in successful teaching. "Don't scatter; take

aim," is as valuable an order in the school-room battle as in a charge with guns. To drive ahead towards the main issue is absolutely necessary if we ever expect to get there.

The joy of discovery is a most powerful mind incentive. A child may cry "Eureka!" with as much real exultation and excitement as Archimedes, Columbus, or Balboa. When the little Columbus says, "I won't give it up," he is getting ready to jump up in joy and cry out, "I've got it! I've got it!"

There is no incentive in a dull, prosy following in the steps of another. The drowsy policeman who mechanically plods on in his accustomed beat has no incentive to quicken his tardy steps, but let him get on the track of a thief and see how he wakes up. Through this alley, around that corner, into this cellar, and lo! he has him! Lurking in an old box, covered up with a pile of rags, he pulls him to light. He has discovered him! The world is full of illustrations of this element of joy. Flowers, rocks, sand, water, wood, paper, and a thousand other things afford the objects from which discoveries can be made. The old method, with its command, "Study your books," is as far removed from the new method, with its invitation, "Let us see what we can discover," as midnight is from mid-day. The will next.

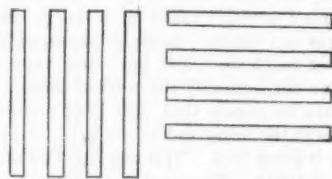
WORK FOR LITTLE HANDS.—V.

BY C. C.

SLAT WEAVING.

Froebel's love for the children and his desire to use their natural tendencies as the means for their development, led him to study the children in their play. He noticed how the children loved to play with twigs, weaving them in and out; twisting them around each other and fastening leaves together with their stems. He saw the children clasp each other's hands and interlace their fingers.

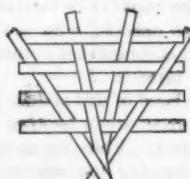
This led him to see how he could place a step in his system between the line and the plane, and he gave the children slats to weave into forms which would approach planes, forms which would be more than outlines and could be taken up and handled by them. For ordinary work, a bundle of splints, procured for a few cents will answer the purpose. Let the children begin with using one, then gradually increase the number from day to day. The first forms will not be woven, but simply laid, as the children cannot weave them until they have learned to handle a number. In weaving these slats, it is found to be much easier to work with eight, in which the square forms appear, than to weave with six, which bring out the triangular forms, so the first exercise in weaving will be with eight slats. Require the children to place them neatly on the desk, four from front to back, four from right to left. If this is always required it will teach the children to be systematic and orderly, thus:



Direct the children to take up the four laid from front to back, place them in the left hand, holding firmly at the bottom, and spreading out like a fan above, thus:

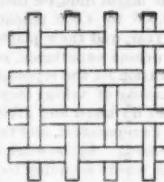


Now weave in the four slats from right to left, thus:



This is known as the fan, and is the form that the children make first, from it all the succeeding forms are produced.

This form may be repeated and the lower ends of the vertical slats drawn out, thus:

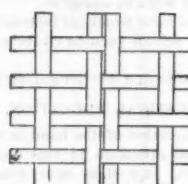


The children will call it a window and delight in looking through it. Let them count the window panes, telling how many corners each pane has, and noticing that there are three in a row, making three threes in all.

The square corners may be talked about and found by the children.

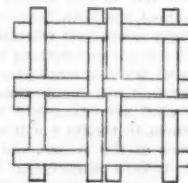
Again make the fan, then the windows: we will change the form now by pushing two of the opposite corners toward each other. The little squares have all become shrunk, and may be talked about.

At the next lesson repeat the windows and move the two vertical slats, that are in the middle, together, thus:



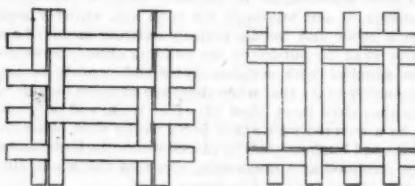
Here we have six oblongs in a horizontal position. Give a lesson in form or number, then let the children give it a name. Perhaps they will call it a gate.

Make the windows again, and now move the two middle horizontal slats toward each other. This form gives the same number of oblongs in a vertical position. At another lesson combine the two previous forms, moving both vertical and horizontal slats toward the center of the form, thus:



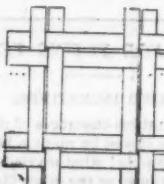
Four large squares are found. It may also be called a window. Talk to the children about glass; tell them how it is made, and what it is used for.

The second form in this series, the window is continually repeated to enable the children to make the other forms. After making the forms in which the central slats are moved toward the center, they are moved away from the center; two forms are thus produced.



These forms may be used for many interesting lessons; the first may be called a ladder, the steps may be counted, the children may sing as their fingers ascend the ladders they have made, 1, 2, 3, 4, then returning, 4, 3, 2, 1. The second form may be the object for a lesson in form, the oblong forms may be considered. Lead the children to notice that they are the shape of the doors. Let the children tell about the doors in the room, counting them, telling their use, etc. Let them find other oblongs in the same position, standing.

Combining the ideas carried out in the two preceding forms, the children can make a picture-frame, thus:



If possible, let the children paste these forms on a square of bright colored paper, then place a picture in the center. The children will be delighted with their work, and preserve this little picture frame as a treasure.

(To be continued.)

PINE GROVE SCHOOL.

BY BYRON A. BROOKS.

CHAPTER VIII.

While these new methods of instruction were in progress in Pine Grove School, the inhabitants were yet in comparative ignorance of what was taking place. Miss Lovell's efforts thus far had been directed to what she called "waking up" her pupils from their lethargy of so-called education. In this she had partially succeeded, but their parents had not yet awaked to the full knowledge of the methods of the new school-marm. As in most country districts, they found in the school a common topic of interest, but as no complaints had yet been heard, they supposed matters were following their usual course. The people in general were too hard-working and busy to take enough interest in the school to visit it, but from the reports of the pupils an idea of "the strange doings" had penetrated some of their minds, and they resolved to investigate. "School ain't no boy's play," said farmer Jones, "I had to stick to my book and toe the mark when I got my learnin', and I want my children to do the same." He could not understand why Jiles went to school with so much alacrity, instead of preferring to drudge on the farm as usual. Squin Smith, however, perceived that a new life had been awakened in his children and he hoped the district might, through the gentle school-mistress's instructions, be aroused to a sense of its own needs.

Within the school-room, Miss Lovell found her task a light one. In order to keep her pupils interested and occupied, she was obliged to be very active herself. She could not sit in her chair and hear lesson out of a book. Most of her pupils were not accustomed to mental effort or attention to any thing for any length of time. Hence she found it necessary to notice the signs of flagging interest and to vary the subjects and manner of teaching constantly, and was always studying to devise some new means arousing the interest of some, and of presenting her instructions in a new and living manner. She found that no fixed routine could be followed, for routine dulls the brightest minds and wearis the best teacher. She was often weary at the close of her day's duties, but never felt the deadening tedium of one who follows a fixed round of lessons day after day. When in school the hours flew by unnoticed by both teacher and pupils, and both found the day too short for their undertaking. When out of school Miss Lovell was studying and reading to learn new and better methods of mind culture and means for adapting them to her pupils. For she was not an impractical idealist, following blindly each new idea, but she knew the limitations of her means and the capacities of her pupils and she strove to adapt her methods to them, always proceeding from what was familiar to them as a firm base for incursions into the unknown. Hence she had chosen the pine tree as her text for her first lesson.

As yet few books had been used other than the reading books and a few story books and papers, and the parents began to wonder that their children brought home no books to study and were not detained or punished for failures in their efforts to master the pell-mell absurdities of English spelling or the lucid language of the rules of grammar and arithmetic.

Grammar and arithmetic they were learning by practicing the art of speaking and writing correctly, and the science of numbers from concrete objects and familiar exercises, but books were not needed thus far. The school was not divided into classes in reading, arithmetic, and geography, but the reading exercise gave opportunity for lessons in elocution, expression, attention, memory, numbers, reasoning, and judgment in discussing the subjects read, and in writing, spelling, and punctuation, trying to reproduce their ideas of the subject read. So a lesson in geography included lessons in astronomy, history, physical geography, manners and customs, occupations, products, natural history, geology, and ethnology; and the pupils had no idea that they were learning subjects partitioned off by schools into these several pigeon holes and labelled with the hard names to repel the unthinking.

But the best result of all was that her pupils were "waked up." They began to think, to observe, and to reason. They took a new interest in the common objects of their surroundings and felt a desire to know about things beyond their experience. They began to ask questions; many of them about subjects their children had never heard of; and above all they took pleasure in their school. It had become to them a place of real instruction and mental growth, instead of a dead round of lesson learning and reciting.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

LESSON GIVEN BEFORE THE BROOKLYN PRIMARY TEACHERS' ASSOCIATION.

The second regular meeting of the Sixth Primary Teachers' Association of Brooklyn was held Dec. 15, at branch school No. 13, of which Mrs. Caledonia V. Dix is principal. Miss Amelia M. Egan gave the following language lessons to introductory pupils:

T.—Robbie and Charley may stand up on this seat where all the little boys can see them. Now children I want you to look at these two little boys' cheeks (pinching them playfully) and tell me what kind of a boy Robbie is.

P.—A white boy.

T.—Yes, you are all white boys; but how is Robbie different from Charley? Look at their faces. Come here, Georgie, and feel of their hands.

G.—A fat boy.

T.—Who will tell me better than that?

P.—Robbie is a fat boy.

T.—Now tell me about Charley.

P.—A thin boy.

T.—Is Charley made of tin?

P.—A thin boy.

T.—Tell me the whole story.

P.—Charley is a thin boy.

T.—I will tell you a story about these two little boys: In the winter, when the wind blows cold and the snow covers the ground Charley's mamma cannot have a pretty garden outside. Where must she look for her roses?

P.—In Charley's cheeks. (These children had probably heard the same story told to an advanced vision.)

T.—And where does Robbie's mamma look for her roses?

P.—In Robbie's cheeks.

T.—What kind of roses does Charley's mama see?

P.—White roses.

T.—And Robbie's mama sees—?

P.—Red rose.

T.—I will tell you another story about these boys: One day they were playing on the sidewalk. It was near dinner-time and mamma came to the door and called them. What did they do—first?

P.—They looked up.

T.—What with?

P.—With their eyes.

T.—What did they see?

P.—Their mother was at the door.

T.—I see what did they do with their feet?

P.—They ran up the stoop.

T.—And what with their hands?

P.—Took hold of the railing.

T.—Who did?

P.—Charley and Robbie did.

T.—A hat for?

P.—Cause they might fall.

T.—As they stepped into the hall what did they do with their noses?

P.—They smelt their dinner cooking.

T.—Well, I hope you will smell yours when you get home. Now we will have a talk about a pocket. Let me see—I think we will talk about Georgie's pocket. Come, Georgie, and stand on the seat. Now tell us what is the very worst thing you could have in your pocket. (A pause. No answer.) What is it that might set the house afire if you played with it. (A shower of hands.) Irwin.

I.—Matches.

T.—What about matches?

I.—You mustn't have matches in your pocket.

T.—Now Georgie may tell me.

G.—Matches are bad to have in your pocket. T.—And what else? (No answer.) What is it that Mr. Stewart does not like to find in little boys' pockets?

P.—Knives.

T.—Why are knives bad things in pockets?

P.—Cause you might cut yourself when you take it out.

T.—What else is a naughty thing for a pocket to have in it? (No answer.) Something that hurts little birds and break windows.

P.—Pupil's—A putty slinger. A bean-shooter. A putty-blower.

T.—Now, Georgie, tell the ladies what they must not have in their pockets.

G.—You mustn't have a bean-shooter in your pocket.

T.—And what is the worst thing of all in a pocket? (No answer.) If you had a penny in your pocket and lost it how would that happen?

G.—A hole.

T.—Now tell me about the hole.

G.—A hole is bad to have in a pocket.

T.—That will do, Georgie. Thank you. Now we will see how many of these little boys wish they were little girls. Those who do may go on tip-toe to the side. (For little boys left their seats with gleeful appreciation of the joke.) Irwin, why do you wish you were a little girl?

I.—'Cause you can have clean clothes if you're a girl.

T.—And can't you, a boy? Freddie, why do you wish you were a little girl?

F.—'Cause you kin play house with dishes.

T.—Frank?

F.—To have a red dress.

T.—Mortimer?

F.—To ride a doll-carriage.

T.—Robbie, why are you glad you're a little boy?

R.—'Cause you take your sleigh and go in the middle of the street and slide down the snow.

A DEVICE IN SCHOOL WORK.

BY EMILY G. BRIDGHAM, BROOKLYN, N. Y.

For some terms back, I have used the following device as a substitute for "calling the roll" from a class-book. I have each pupil's name written upon separate cards; these I hold in my hand, and when the lesson is to be a "recitation" merely, or, when I wish to call out individual opinions, I use these cards with following results:

I. Each pupil is called upon to recite as his card turns up. Now, as no one knows who this one will be, the attention of all is needed to avoid a failure to respond. As a means of securing attention, this is a decided improvement over calling the roll in alphabetical order, or of requiring pupils to answer in turn upon the "line."

II. As the question is always asked before the card is turned up, pupils cannot complain of any unfairness in the distribution of the "hard" questions. In a matter where several wish to answer, the privilege is accorded the one whose card appears first. This is often an advantage when pupils are over-zealous, and can scarcely be restrained from answering all the time.

III. A teacher who uses a desultory method of questioning, often falls into the habit of calling upon the brilliant pupils—sometimes to the entire neglect of the dullards who, confident of not being disturbed, sink into deeper apathy.

IV. Pupils are so easily convinced of the perfect fairness of the methods of cards that I draw from the pack, when I wish to assign extra home-work—when some infringement of school-law has occurred, or when a lesson has been poorly prepared and must be recited after school. The names drawn are required to serve, and no one thinks of complaint.

HELPS FOR TEACHERS.

BY WM. M. GIFFIN, A. M., NEWARK, N. J.

We spent the most of our holiday vacation at Trenton, enjoying the meeting and school exhibits which we saw there, and with our joy was a feeling of sadness when we thought, that of the thirty-five hundred teachers of the state only about seven hundred of them were there to gain the strength and encouragement that were to be had.

In one section of the room set apart for the Paterson exhibit, was an original and attractive feature for teaching color, number, form, and position. It consists of a square board containing hooks at regular intervals upon which are hung bright-colored worsted rings of the regular primary and secondary colors.

About this board were often seen groups of teachers inquiring into its uses, for while its bright color appeals to the eye, its manifold uses were only understood by the explanation of Principal Boss of North Plainfield. In color many exercises were suggested which called out the name and matching of colors, also concerted action on the part of the children, in placing them upon the board—an unfailing source of pleasure to them.

In number, the selection of color is left entirely to the child, only requiring that he shall name his color in every instance, thus combining number and color; and in a very short time nice distinctions in relation to the harmony of colors begin to show themselves.

As the children become more expert the numbers are grouped in symmetrical forms,—for instance a group o o

of forms, o o arranged to fill the board were particularly attractive, and we were told that as soon as the board is returned to its place, the children are eager to get their slates that they may reproduce the arrangement upon them by means of dots. Below the board were specimens of the children's reproduction done with colors upon white cardboard.

Upon the board at the time of the exhibit was a symmetrical form consisting of triangles and squares, which we learned was put upon it by the little children at the dictation of the teacher, thus calling into play their knowledge of color, form, position, number, and symmetrical arrangement, besides requiring close attention.

In this we have a device combining instruction and pleasure, useful in large classes, as it requires no time for distributing material and giving employment to all with but little talking on the part of the teacher.

We understand that Mr. Boss has made an application for a patent. Below we give a cut of the arrangement mentioned above.



THE USE OF THE READER.

BY EMILY G. BRIDGHAM, BROOKLYN, N. Y.

In the higher classes of school, a valuable auxiliary to many other studies will be found in the use of the reader, since from its pages, rhetoric, grammar, spelling, composition, geography, history, etymology, etc., may all be taught. Suppose the grammar lesson to have been some part of speech; now, when the reader is in the hands of the pupils request each one to search for whatever part of speech had been previously discussed in the grammar lesson. Call for some one to name all the nouns, prepositions, adjectives etc., that may be found in a given paragraph. Or, combining phonics with grammar have each word in a paragraph spelled by sound, omitting interjections, prepositions, or articles. Train the class to OBSERVE, observe, observe. Ask why the comma, or other punctuation mark is placed where it is; also, have prepositional and participial phrases read and cause the punctuation to be noted. If conversation is represented, have the direct quotations changed into indirect, and vice-versa.

Call for pupils to observe these marks continually, and to use such, if needful, in their own composition exercises. Have etymology given of such words as pupils ought to know from previous drill, or which can be determined by analogy. Have metaphors distinguished from similes and vice-versa.

If the selection from the reader be a narrative, have a paragraph read changing the past tenses into the present, and note the change in style. Select a number of words for which words of like meaning can readily be substituted, then have the paragraph using these synonyms for the words of the book. This exercise will increase a child's vocabulary, will tend to release him from a slavish dependence upon the text in his history and geography recitations, and will be of service in all composition work. Should the selection be of historic, or geographical interest, locate places upon map and look up all allusions.

Let the reading lesson be preceded by a thorough drill in phonics (here the music lesson with its harmonious sounds is valuable) and if the phonic-drill is followed by such questions upon the subject matter as will elicit "thought from the printed page," then good reading, which depends so largely upon good understanding, ought to result.

FACTS INTERESTING TO TEACHERS.

About one-third of the words in the English language are of Latin origin.

Anthracite was discovered in Pennsylvania in 1790, by Nicholas Allen.

Pens were first made of quills in the first half of the seventh century.

Copyright is void unless notice is given in every copy published.

The first glass factory in the United States was built in 1780.

The average duration of life of teachers is 34 years; of editors, 40 years; of physicians, 51 years; and of lawyers, 54 years.

The new catalogue of the Astor Library requiring the work of four men for six years, will make 1,100 pages, and will cost over \$50,000.

The largest public assembly building in the world is Madison Square Garden in New York City, with a capacity for 8,450 persons.

The river Magdalena, in South America, runs for a thousand miles between the ridges of the Andes, and in all that distance falls only five hundred feet.

The first Bible printed in America for any European population was a copy of Luther's German Bible, which was printed in 1743 at Germantown, Pa.

The salt product of Michigan for the present year will probably reach 3,700,000 barrels.

The number of acres burned over by prairie fires in Texas last season is said to be over 3,000,000.

A carload of lead is used weekly by a Pittsburg firm in the manufacture of lamp chimneys.

About 45,000 school-houses have been built in France during the last five years.

Petroleum is used in this country at the rate of about 40,000 barrels per day, and, even at this enormous rate, the United States has enough on hand to supply the world for fully three years.

The largest church in the world is St. Peter's at Rome, with a capacity for 54,000 persons.

Popocatepel is the highest volcano in the world that is in active operation. Its height is nearly 18,000 feet, and its crater is 3 miles in circumference.

About 1,800,000,000 pounds of paper are made in the world annually. There are 3,900 factories, employing about 100,000 men, and 200,000 women.

In Japan feathers are used in the manufacture of carpets. After being made like silk and very tough, by a chemical process, the feathers are woven like cotton.

Colorado was the last state admitted. Date, 1876.

"Gotham" was first applied to New York City in *Salmon-gundi*, because the people were such wiseacres.

"Hub of the Universe," a burlesque designation of Boston, originated with Oliver Wendell Holmes.

A prism, a lens, and a sheet of pasteboard enabled Newton to unfold the composition of light and the origin of color.

A skeleton measures one inch less than the living man.

The great pyramid has 85,000,000 cubic feet; the great wall of China 6,350,000,000 cubic feet.

The two highest structures in the world are the Washington Monument, 555 ft., and the pyramid of Cheops, 543 ft.

The common fly has 8,000 eyes, and certain butterflies 25,000.

Serpents of all species shed their skins annually, like sea-crabs and lobsters.

Turtles and tortoises have their skeletons partly outside in place of within their bodies.

Seals are as intelligent as dogs, and can be trained to perform many tricks like them.

Fishes have no eyelids, and necessarily sleep with their eyes open.

Toads, frogs, and worms have been found imbedded in solid rock.

Men of great genius have been known for some peculiar habit:

Napoleon would tremble with fear at sight of a cat.

Douglas Jerrold could not bear the smell of apples.

Bacon liked to study in a small room, which he said helped him to condense his thoughts.

George Stevenson used to lie in his bed for two or three days to think out his plans.

Rousseau could not write except when dressed like a fop.

Marlborough was a miser, and mended his own stockings to save paying for it.

The area of China proper measures 1,348,870 miles, being seven times that of France, and fifteen times that of Great Britain. The population exceeds 900,000,000.

Sound, light, and electricity move respectively at the rates of 1,142 feet, 192,000 miles, and 288,000 miles per second.

Aluminum is smelted by electricity in the factory of a Cleveland firm.

The Pennsylvania Society for the Prevention of Cruelty to Animals has been in existence nineteen years, and during that time has attended to 187,705 cases of neglect and abuse, and has prosecuted 3,100 offenders.

Cook was first used for fuel in 1834; first mined in Philadelphia in 1813; sold at \$21 a ton.

GENERAL EXERCISES.

AUTHORS' DAYS.

CHARLES DICKENS.

DICKENS' BIRTHDAY—FEBRUARY 7.

I. PROMINENT EVENTS.—Born at Landport, a suburb of Portsea, England, February 7, 1812. Spent the greater part of his life in Chatham. Received early instruction from his mother. Attended a day-school until nine years old. Misfortune came to the family. Became a drudge in a blacking warehouse. Father in prison. Better days. Attended Wellington House Academy. Became a clerk in a lawyer's office. Afterwards studied short-hand and became a reporter for two years. First regular article appeared in 1833, signed "Boz," a nickname he had given his brother. "Sketches by Boz" appeared, followed by his works. Edited two weekly journals, *Household Words* and *All the Year Around*. Visited America twice, once in 1841, and in 1867. Died June 9, 1870, at the age of fifty-eight.

II. CHARACTERISTICS.—Strength of will, and a determination if he did a thing at all, to do it thoroughly. Prided himself on his punctuality, always kept his word, loved order, and would not write until everything about his desk and room was in order. Was a temperate liver, fond of walking, an early riser, did his writing in the morning. He despised hypocrisy, and, if his education was limited, he never professed a familiarity with what he knew little or nothing of. He was the poor man's friend, was a careful observer of human nature, a keen detective of wrongs, and had the courage to assail those wrongs.

III. CHARACTERISTICS OF WRITINGS.—His works have a purpose, they aim at reform. The style is mocking argument. Detects all the faults and weaknesses, and holds them up in a ludicrous light. Unsurpassed in delineation of character, gives beautiful portrayals of child-life. The characters are taken from the middle and lower classes, and both characters and scenes are largely drawn from reality, and experiences of the author. The works express the richest humor and the most exquisite pathos.

(The teacher should be familiar enough with Dickens to give illustrations from his works that express the above characteristics.)

IV. PURPOSE OF WORKS.

1. *Sketches by "Boz"*—illustrate everyday life and people.

2. *Posthumous Papers of the Pickwick Club*,—the first work of fiction describing the life and manners of the lower and middle classes, aimed a blow at the debtors' prison.

3. *Oliver Twist*,—pictures the lowest classes of society; describes the career of a parish boy, his early life in a work-house, escape, and experience with the lowest criminals. The work caricatures the new poor law, the work-house, and authorities.

4. *Nicholas Nickleby*,—exposes the practice and deficiencies of Yorkshire schools. The exposure did good, made the schools a laughing-stock, and drew also pathetic pictures of the sufferings endured by the wretched pupils.

5. *Old Curiosity Shop*,—gives a beautiful description of innocent child-life in the life and wanderings of Little Nell.

6. *Barnaby Rudge*,—historical novel, pictures the times when men and women were executed for the most petty crimes, shows the cowardly indifference of the law at one time, and its indiscriminate cruelty at another.

(Describe the patient, cheerful Barnaby and Grip the Raven.)

7. *Martin Chuzzlewit*,—a satire on Americans, held up the weaknessess, faults, and evils of social life in America. Roused bitter feelings here.

8. *Christmas Stories*,—were published one each year at Christmas time. The object of many of them is to benefit the poor or to benefit society.

9. *Dombey and Son*,—pictures the absorbing pride of a father in a son, the selfishness of that pride, and how it was humbled finally.

10. *David Copperfield*,—the writer's favorite work, an autobiography, depicted largely his own childhood and incidents in later life.

11. *Bleak House*,—assails the abuses and delays of chancery. The heart of the story is a chancery suit, "Jarndyce vs. Jarndyce," the tedious progress of which is vividly described.

12. *A Child's History of England*,—written in a simple and interesting style for his own or for any one else's children.

13. *Hard Times*,—written in the interests of the poor people,—an attack on the manufacturing interests.

14. *Little Dorrit*,—a literary caricature of society at large, its varnish and corruption.

15. *Tale of Two Cities*,—a historical novel, founded on the French Revolution,—grand in style, lacks humor,—incidents, not characters, are prominent.

16. *Great Expectations*,—the most picturesque of his works, portrays the art of living upon nothing and making the best of it, and the great trial that came to "Pip" out of his good luck.

17. *Mystery of Edwin Drood*,—incomplete, the author dying before it was finished.

V.—SELECTIONS.

1. THE AMERICAN FLAG.—"Tut," said Martin, "You're a gay flag in the distance. But let a man be near enough to get the light upon the other side, and see through you, and you are but sorry fustian."

—*Martin Chuzzlewit*.

2. THE LOVE OF CHILDREN.—I love these little people; and it is not a slight thing when they, who are so fresh from God, love us.

—*Old Curiosity Shop*.

3. AN OUTCAST.—Not an orphan in the wide world can be so deserted as the child who is an outcast from a living parent's love.

—*Dombey and Son*.

4. MORNING.—The day came creeping on, halting and whimpering and shivering, and wrapped in patches of cloud and rags of mist, like a beggar.

—*Oliver Twist*.

5. MRS. SQUEERS AS A NURSE.—"I remember very well, sir," rejoined Squeers, "Ah, Mrs. Squeers, sir, was as partial to that lad as if he had been her own; the attention, sir, that was bestowed upon that boy in his illness! Dry toast and warm tea offered him every night and morning when he couldn't swallow anything—a candle in his bed-room on the very night he died—the best dictionary sent up for him to lay his head upon. I don't regret it though. It is a pleasant thing to reflect that one did one's duty."

—*Nicholas Nickleby*.

6. THE RIVER OF LIFE.—He lived on the bank of a mighty river, broad and deep, which was always silently rolling on to a vast undiscovered ocean. It had rolled on ever since the world began. It had changed its course sometimes, and turned into new channels, leaving its old ways dry and barren. No living creature, no flower, no leaf, no particle of animate or inanimate existence ever strayed back from the undiscovered ocean.

—*Nobody's Story*.

7. THE MORNING SUNSHINE.—(The last beautiful thought written by Dickens two hours before his death.) A brilliant morning shines on the old city. Changes of glorious light from moving boughs, songs of birds, scents from gardens, woods, and fields,—or, rather from one great garden of the whole cultivated island in its yielding time—penetrate into the cathedral, subdue its earthly odor, and preach the Resurrection and the Life. The cold stone tombs of centuries ago grow warm, and flecks of brightness dart into the sternest marble corners of the building, fluttering there like wings.

—*Edwin Drood*.

8.—THE IVY GREEN.

Oh, a dainty plant is the ivy green,
That creepeth o'er ruins old!
Of right choice food are his meals, I ween,
In his cell so lone and cold,
The wall must be crumbled, the stones decayed,
To pleasure his dainty whum;
And the mouldering dust that years have made
Is a merry meal for him,
Creeping where no life is seen,
A rare old plant is the ivy green.

Whole ages have fled and their words decayed
And nations have scattered before;
But the stout old ivy shall never fade,
From its hale and hearty green.
The brave old plant in its lonely days,
Shall fasten upon the past;
For the stateliest building man can raise,
Is the ivy's food at last,
Creeping on where time has been;
A rare old plant is the ivy green.

—*Pickwick Papers*.

(A great portion of the scenes describing the death of little Nell, are written in blank verse of irregular rhythm.)

9.—NELLY'S FUNERAL.

And now the bell, the bell
She had often heard by night and day,
And listened to with solemn pleasure,
Almost as a living voice—
Rung its remorseless toll for her,
So young, so beautiful, so good.

* * * * *
Along the crowded path they bore her now;
Pure as the new fall'n snow
That cover'd it; whose day on earth
Had been as fleeting.
Under the porch, where she had sat when
Heaven

In mercy brought her to that peaceful spot,
She passed again, and the old church
Received her in its quiet shade.

—*Old Curiosity Shop.*

VI. SUGGESTIONS TO THE TEACHER.

If the pupils have access to a library containing Dickens' works, assign a work to each scholar a couple of weeks before the exercise, and have each report on the work he has read, and read also a brief interesting extract from it. Teacher may also read extracts before pupils. In the new readers there are many extracts from Dickens. Another excellent plan to stimulate interest and research is to place fifteen or twenty questions on the board relating to the author to be studied, which are to be answered on the day of the exercise.

—L. E. B.

GOLDEN THOUGHTS.

The world wants men—true men—
Who cannot be bought or sold—
Men who scorn to violate trust;
Genuine gold!

He most lives,
Who thinks most—feels the noblest—
Acts the best.

—*Bailey.*

That man is great and he alone
Who serves a greatness not his own.
For neither praise nor self.

When e'er a noble deed is wrought,
When e'er is spoken a noble thought,
Our hearts in glad surprise,
To higher levels rise.

—*Longfellow.*

That man lives greatly,
What e'er his fate or fame, who greatly dies.

—*Young.*

The heights by great men reached and kept,
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upward in the night.

Desire not to live long, but to live well,
How long we live, not years, but actions tell.

—*Watkins.*

To the hero, when his sword
Has won the battle for the free,
Death's voice sounds like a prophet's word;
And in its hollow tones are heard
The thanks of millions yet to be.

—*Halleck.*

Honor and shame from no condition rise;
Act well your part, there all the honor lies.

—*Pope.*

Each hero's name
Shall shine untarnished on the roll of fame,
And stand the example of each distant age.
And add new lustre to the historic page.

No life
Can be pure in its purpose
And strong in its strife,
And all life not be purer and stronger thereby.

—*Owen Meredith.*

Unbounded courage and compassion joined
Tempering each other in the victor's mind,
Alternately proclaim him good and great,
And make the hero and the man complete.

—*Addison.*

PERSONS AND FACTS.

A merchant at Leipzig, who made his clerks write business letters on Sunday behind closed doors, was sentenced to two weeks' imprisonment for violation of the Sunday law.

JAMES W. A. WRIGHT, in the January number of the *Southern Bivouac*, gives the story, from the Confederate standpoint, of Gen. Bragg's campaign around Chattanooga.

The British imperial revenue for the liquor traffic last year was \$148,031,550, a decrease of over \$5,800,000 from the previous year.

MR. HARLAN H. BALLARD, president of the Agassiz Association, basing upon editorial work in the managing of the new monthly magazine, *The Swiss Cross*, which will hereafter be the organ of the above association. Though of a scientific nature, *The Swiss Cross* will be popular in style, and will number among its contributors many of the best writers, among whom may be mentioned Profs. Hyatt and Crosby of Boston Society of Natural History; Profs. Clarke, of Williams; Winchell, of University of Michigan; Remond, of Johns Hopkins; Alexander Ramsay, London, Eng.; and H. T. Cresson, Philadelphia Academy of Sciences. The subscription price will be \$1.50 a year.

The consumption of liquor has been doubled in the last fourteen years in Belgium, and there is now a saloon to every ten families.

Lasell Seminary, Ashburnham, Mass., has increased its course in cookery to three years, in which proficiency is required for advancement, just as in other studies.

The Ice Palace in Montreal this winter will use 25,000 blocks of ice. The last castle was composed of 17,000.

Messrs. Scribner have in press a new novel, by Mr. John T. Wheelwright, entitled, "A Child of the Century."

M. DE LASSERES has given £30,000 for government land along the line of the Suez Canal, to be used in the work of widening the waterway.

Lippincott's Magazine for January contains an original poem by Miss Cleveland, 400 lines in length.

The Hovas in Madagascar have now paid the war indemnity of 400,000 francs to France; so that the French troops will now immediately evacuate Tamatave.

A new edition of Bryant's "Library of Poetry and Song" is to be brought out. It will contain 2,000 selections from 700 authors.

A curious, and to the retailer a somewhat annoying feature of the money market, is a great scarcity of the copper cent, which has suddenly and mysteriously disappeared owing to the large and increased demand for them from the south and west, where they are just coming for the first time into general use.

Mr. HUXLEY will contribute a chapter to the forthcoming biography of Charles Darwin.

A number of Apache children from the Indians captured by Gen. Miles are in the training school at Carlisle, Pa.

MRS. C. E. McLENEY of Patterson, N. J., the author of the excellent articles on "Seeds," "Stick-Laying," etc., now appearing in the JOURNAL, is to conduct the kindergarten department at the Asbury Park Summer School. She will open a kindergarten there about July 1, and have it working nicely by the time the summer school opens. She is now instructing a class of primary teachers in Paterson, who are doing kindergarten work in five of our public schools.

THINGS OF TO-DAY.

EX-JUDGE THOS. M. COOLEY of Michigan, has been appointed receiver of the Wabash road by Judge Gresham. The appointment meets with general approval.

Between twenty and thirty trades unions are represented in the American Federation of Labor organized at Columbus.

The extremely valuable collection of paintings, statuary, etc., belonging to the late Mrs. A. T. Stewart is to be exhibited at the American Art Association rooms, and sold at auction.

The question as to the legality of the election of the Republican Lieutenant-Governor of Indiana, came before the State Supreme Court recently.

Important changes are being made in the organization of the Brooklyn Navy Yard.

M. N. Dros has been chosen President of Switzerland.

It is said that cholera is on the increase in South America.

Mrs. LUCY M. BARNER of Alfred N. Y., succeeded in voting the entire state ticket at the recent election. The Woman's Suffrage Association rejoice thereat.

The Court of Appeals of New York has rendered a decision unfavorable to the Cable Railway Company.

HENRY C. KINGSLEY, for many years treasurer of Yale College, died last month.

The Gros Ventre, Mandan, and Arikaree Indians have surrendered their reservations to take lands in severality.

The Central Labor Union denounces the proposition of Westchester, N. Y., officials to build cells in which tramps should be compelled to pump out water allowed to flow in on them.

The Lord Campbell divorce case in London has resulted in a verdict acquitting both parties of criminal action.

Jacob Sharp has applied to the Supreme Court to have his trial for bribery take place in another county.

There is fear of another strike of coke-burners at Connellsville.

The House debated the bill creating a new Cabinet officer, the Secretary of Agriculture. Several members of the Committee on Agriculture spoke in favor of the bill, but it was strongly opposed by Mr. Tucker, who insisted that the new secretary would have no duties to perform. "He would assume a certain amount of tinsel and toggery, he would draw several thousand dollars salary, but, unless Satan found something for his idle hands, he would have nothing to do."

The history of Hood's Saraparilla is one of constantly increasing success. Try this medicine.

EDUCATIONAL NOTES.

THOUGHTS FROM THE ILLINOIS STATE ASSOCIATION, SPRINGFIELD, DEC. 28, 29, 30.

PRESIDENT'S ADDRESS.

By Supt. Charles J. Parker, Chicago.

He reviewed the work of the educators since Aristotle, and especially the work of the reformers of the nineteenth century, and the work of the teachers of Illinois during the past few years. He said the people appreciate good teaching now, that a few years ago the only thing discussed in a teacher's convention was how to read, or how to divide a fraction by a fraction, how to analyze a sentence, or some such kindred subject, and only about four years ago did the conventions begin to discuss the science of education.

He also said that the subject of the tenure of the teacher's office has begun to be discussed, and hopes are high that the teacher may become a permanent resident, and cease to be a homeless wanderer. He asserted with good reason that the two normal schools of Illinois were not enough to supply the demand for good teachers, and that to keep up with the times more normal or training schools be established. That normal schools were no longer considered an experiment—they were demonstrated to be necessary.

He made a bitter protest against the present method of technical examinations as a qualification to teach. He argued that it was to the interest of the state to provide free schools, and he believed they should provide free books, and give the poor boy a chance. Free books were as essential as free schools, and he did not believe in any half-way methods.

"How May the Teaching of Arithmetic be Simplified?" By Alfred Kirk, Chicago.

1. Simplified by leading children to form a definite idea of things that come under observation.

2. If not directly simplified, at least greatly facilitated, by teaching the pupil to comprehend language as a medium of thought.

3. By sending the arithmetics to a general crematory, and adopting better books. The language of the arithmetic is cumbersome in the extreme.

4. Measuring and drawing ought to be used as a factor in arithmetic work.

5. By eliminating much of the matter now contained in the text-book.

"Township Organization." By J. W. Hays, Urbana.

He considers the rural school the embryonic college, but the law makes a mistake in putting the district as the unit of organization. He thinks the township should be the unit, and the board of trustees prescribe the subjects to be taught, and should employ a competent principal.

Mr. William Jenkins of Mendota, said in the discussion:

"Township organization would secure a more business-like management, prevent district vandalism, secure better teachers and more systematic work; better gradation and supervision, more equitable school privileges, and would do away with neighborhood quarrels. Under the district system adequate supervision is impossible. Poor teachers are found in most of the country schools, inevitably the result of the present system. The present plan does not afford equitable distribution of privileges and cannot supply the wants of all classes. Uniformity of text-books, so far as desirable, is not possible, and the cost of text books falls most heavily upon those who are least able to bear it, as a removal to a neighboring farm may necessitate new text-books.

"Two radical changes are needed. The congressional township should be the district, and the board of education of each township should be clothed with the power exercised by the board of directors, and township trustees should exercise the power granted to boards in cities in regard to supervision and kindred matters. Initiatory legislation should now be pressed, but let there be no 'patching up' of the old district system."

Address by State Superintendent-elect Richard Edwards:

"There is nothing in the range of human genius too grand to effect, and nothing in the way of wisdom that ever possessed a human soul that could not here find employment. The great problems in education are to be solved. Let us become masters of the opportunities before us. The vintage of the educational harvest is not more than half squeezed. The citizens of this great state, the great masses, are to be brought to a right appreciation of the work that is being done for their children. I invoke your cordial co-operation and your counsel. Let us hope to accomplish in the next four years something worthy of the schools and the great cause of education."

Report of Committee on Resolutions:

"Provision should at least be made by law for the relief of indigent pupils from the cost of the necessary instruments of the study demanded of them by the state.

"The normal schools already existing should be accorded a support which would raise them to the highest practical degree of efficiency. Not less do we hope to see the University of Illinois amply sustained by beneficent legislation and brought, at no distant day, into a closer organic relation to the general school system of the state.

"Regarding the subject of hygienic laws the association respectfully petitions our state legislature about to convene, to pass a law requiring that physiology and hygiene, with special reference to the scientific effects of alcohol and narcotics be taught to pupils of the public schools; and also to make a knowledge of this subject necessary to the securing of a certificate by the teacher."

"They ask for another state normal school to be located in such a place as to give all parts of the state equal opportunities for the preparation of trained teachers."

"The legislature is also asked to make it legal for school boards to make contracts with teachers for a period not to exceed three years, and a committee of three was appointed to act with the

state superintendent in presenting these petitions to our legislature."

The following officers were elected for the ensuing year: President, Joshua Pike, Jerseyville; secretary, Wm. Jenkins, Mendota; treasurer, J. R. Walker, Rochelle; executive committee, W. H. Hatch, J. M. Bowly and Emily A. Hayward; committee on state fair, W. S. Mack and M. Moore. Twenty vice-presidents were also selected, one from each congressional district.

**EXTRACTS FROM THE GENERAL PROGRAM OF
THE IOWA STATE TEACHERS' ASSOCIA-
TION, DES MOINES, DEC. 28, 29, 30, 31.**

PRESIDENT'S ADDRESS.

By M. W. Bartlett, Cedar Falls.

He urged the importance of looking into the future as well as into the past in the matter of education, and spoke at some length against making the school a small plane of life, instead of a preparation for that life, such a preparation as will produce citizens of real value to the nation. The great danger to this nation is not to be found in foreign foes, but in native ignorance. Our best security lies in the right education, in instilling into the susceptible minds of the young true views of life and duty. The only true aim for education is the development of character. Children should be taught the existence of law, and that no good citizen will violate it. The intellect should not be strengthened alone but the moral force should be trained.

"Our Mother Tongue." By L. W. Parish, Independence.

He considered: 1. The intrinsic importance of the studies. 2. Their effect on the intellectual development. 3. Their influence on the moral nature. 4. The practical utility of the acquired knowledge, (a) to the individual, (b) to society, (c) to the state. In speaking of the moral phase he said, "language-training calls for the correction of all errors of speech, including vulgarisms, slang, profanity, and obscenity, and the fixing of habits of pure, elegant, and forcible language. It demands a developing of contempt for the former and a love for the latter. Encourage good reading. The sentiments, ambitions, purposes of our favorite authors come in time to be the motive power of our own lives, and so the right direction given to a pupil's reading may in a large degree determine his character."

"The School and the Citizen." By J. J. McConnell, Atlantic.

Notice the provision made in our system of education for the preparation of candidates for the learned professions; compare it with the provisions made for preparing young men for the mechanical pursuits. We cannot hope and need not desire to convert our schools into trade schools, but we can broaden the field of the pupil's effort, so as to allow him to develop and exercise his powers in different directions. The boy who in his training period develops and exercises his powers in the greatest number of different ways, is the boy, other things equal, who is most liable to succeed.

"The Old Blue Back." J. M. Greenwood, Kansas City.

The speaker demonstrated that all the modern arts and sciences were taught by this venerable relic (Webster's Elementary Spelling-Book), emphasizing his points with quotations from the work in question. The chief point of interest was the able but amusing defence of the old method of spelling, which were heartily received, but not endorsed by all present.

"What Can be Done for Country Schools?" By R. G. Saunderson, Burlington.

Modify the present county superintendency by making that office elective, not by the people direct, but by representatives of the several boards of directors, fixing the tenure of office for at least four years. Pay him as much salary as any officer in the county, with a further allowance for an assistant and a secretary.

The office of instructor should be guarded by many a bar that none but the elect may enter. What has the country boy or girl done that they should be regarded a fit subject to practice upon by the inexperienced and unskilled teacher? The law should step in to protect them by demanding that teachers should be qualified by normal teaching. To accomplish this more normal schools should be built, and that speedily.

"Results of Written Examinations." By Prof. Geo. Chambers, Osage.

Where the work is thoroughly done, a written examination has no terrors, and naught but good can come of it. While the results of a written examination are not all that could be wished, it can be made, when properly conducted, a valuable aid to the acquirement of graceful and forcible diction.

"The Radical and the Conservative in Education," By F. B. Cooper, Le Mars.

The two classes of men, one firmly founded on the past and the other looking forward to the coming millennium, are standing opposed one to the other. The radical is the pioneer of progress, but the reforms that he plans are seldom as sweeping as he would wish. At present there are indications of unrest, but the immutable principles of education remain. We may be swinging too far toward the doin's side of education and the children fall in securing the old-fashioned traits of thoroughness and conciseness of thought. Character is the prime thought in all education, and toward the attainment of that all energies should be bent.

"Present Status of the Spelling Reform." H. W. Freer, Mt. Vernon.

He claimed that the adoption of the reform was only a question of time. The change would bring about a great saving in time, as millions of years are wasted by each generation in a vain effort to learn the worst form of orthography in the world, and millions of dollars wasted in printing soundless letters.

The effect upon the growing mind was of the worst description, and to this useless cram of letters, meaning and saying nothing, could be attributed much of the illiteracy of the country.

The following officers were elected, 1887: President, L. T. Weld, Nevada; secretary, Prof. J. C. Kephart, Toledo; treasurer, Supt. D. W. Lewis, Washington; member of executive committee, Julia Hoadley, Decatur.

CALIFORNIA.

Teachers of San Joaquin County held an interesting institute at Stockton, December 22, 23, 24. The program was characterized by the discussion of principles of methods. At the close, the following resolution was adopted complimentary to the instructor: "Resolved, That we recognize in Prof. C. H. McGrew of Chico, conductor of the institute, a thorough and earnest advocate of the advanced methods of educational training. His views are appreciated by the teachers, as being an innovation on the antiquated, and generally repudiated, old school methods of the routine of school work, and they thank him for his labors at the institute."

The state teacher's association convened at San Jose in state normal school building, December 27, 28, 29, 30, with Pres. C. H. Allen of state normal school as president. About two hundred and fifty teachers from various parts of the state enrolled. This association was hardly a representative body of the ablest, most enthusiastic and most progressive teachers of the state. While some of this class were present, many more were absent. In many respects the section work did not ascend in ability, interest, and progressiveness above many county institutes held in the state during the year. The really distinguishing features of the program as carried out were: "Science in Primary Schools," by Prof. Volney Rattan; "The Influence of the Teacher in the Development of the West," by Prof. T. C. George; "The Direction of Thought in Public Education," by Prof. C. J. Flatt; Pres. Allen's annual address, and the state exhibit. The exhibit was very good as a whole, and excellent in many respects.

Marin County and its county seat, San Rafael, both of which have been under the supervision of Supt. A. E. Kellogg, the superintendent of exhibits for the last two years, far surpassed every other county and city in the quantity and quality of the work. The cities of San Francisco, Oakland, and Los Angeles did not exhibit this year. The association adopted a new constitution, in the course of which a spirited debate arose over the admission of private school teachers to membership. The committee had submitted a constitution adverse to their admission. Joseph O'Connor, chairman of committee, and Deputy City Superintendent of San Francisco, and Ex-City Supt. Mann of same place, led in favor of their exclusion. C. H. McGrew, recently from Iowa, led in favor of their admission, characterizing such policy as illiberal and bigoted. The association decided to admit them. Supt. A. E. Kellogg was elected president by a large majority for next year. Prof. Kellogg is an old Iowa teacher, and one of the ablest and most progressive school men in California. At the close a resolution asking Legislature to establish a normal institute system for California was adopted.

A state reading circle is to be established during the coming year.

CORRESPONDENT.

KANSAS.

One of the results of the marked advance all along the line the teachers' ranks, and the awakening of the general public on the subject of common schools, is seen in the formation of The Neosho Valley Principals' Association. It was organized on the last day of the old year by a committee constituted for that purpose.

The following officers were elected: Profs. A. S. Olin, president, and J. C. Hamm, secretary; the executive board being composed of the committee.

The first meeting will be held at Iola, Saturday, February 12, 1887. The program will consist of live papers upon live topics. An enthusiastic meeting and a pleasant, profitable time is assured.

Another evidence of the progressive spirit of Kansas is found in the organization of the Kansas Council of the American Institute of Civics, with A. R. Taylor (president of the state normal school), president; Supt. D. C. Tillotson of Topeka, vice-president; and E. L. Cowdrick of the Yates Centre school, secretary.

It is proposed to make the work aggressive, and to prepare for an interesting meeting at the time of the state teachers' association next holidays. With such a man as President Taylor at the head, this is assured.

LOUISIANA.

The Donaldsonville graded school numbers 250 pupils, and is in charge of Mr. L. C. Ferrell. The training teacher is Miss Heckard of Normal Park; she has some sixty little ones in her department, and is making success of her work.

The school of Jeannette numbers 150 and is in charge of a Mr. Harnish from Pennsylvania.

Louisiana has been behind in educational affairs, but we can say she is making up and taking a stand that will advance her sons and daughters. The state normal is calculated to do much good throughout the length and breadth of this beautiful land.

Convention of parish superintendents will be held in New Orleans, February 3 and 4. Among those who will address the meeting are: Gov. S. D. McEnery, Col. Wm. Preston Johnston, Supt. Bettison, Prof. H. E. Chambers, Dr. E. E. Sheib, who are well known in educational circles.

Natchitoches. State Correspondent.

EMMA OSWALT.

MICHIGAN.

State teachers' association was held December 28-30, at Lansing. There was a large attendance and an excellent program. Among those who spoke, were Hon. Theodore Nelson, superintendent of public instruction, President L. R. Fiske, Albion College, Prof. H. C. Adams, Michigan University, Prof. Daniel Putnam, state normal, and other leading educators.

NEW JERSEY.

The board of education of Newark has been organized with the following officers. Commissioner E. L. Joy, president: W. L. Case, secretary; E. L. Shurts, assistant secretary; W. L. Barringer, superintendent; H. E. Hunt, superintendent of erection and repairs; Ellis J. Payne, messenger.

The board of '86 reported \$12,000 left over from the appropriation; the increase of \$5,000 in the expenses had been expended

on teachers' salaries; the cost per capita of teaching scholars had diminished within the past ten years. The officers were congratulated on the good work that had been done during the past year.

At the opening of the second term, President McCosh of Princeton College, stated that he was engaged in raising funds to erect in the spring an art museum to cost \$40,000. Valuable collections are all ready to be placed in the building.

NEW YORK.

The prospectus of St. Joseph's Academy, Flushing, L. I., offers excellent advantages for instruction for ladies.

OHIO.

On Thursday evening, December 30, Supt. E. S. Cox of Portmouth, president of the state board of examiners, presented on behalf of the board to Hon. Leroy D. Brown, school commissioner, an elegant china dinner set, containing one hundred and twenty-four pieces, as a token of esteem and a remembrance of the last meeting that will be held under the auspices of the present incumbent of the school commissioner's office.

The public school men of Ohio are making a determined fight for township superintendency and a re-organization of the Ohio sub-district system.

The Albaugh Bill (otherwise known as House Bill No. 8) provides for single township, a union of two or more townships, or of an entire county under one man's supervision. It is said that already enough members of the general assembly are pledged to vote for it to carry it. Recently the state grange, and the state college association resolved in favor of it, and it has been thought that the Knights of Labor are favorable to it, although as yet no expression of such favor has been given out. Let the good work go on!

The Muskingum County teachers met during the holidays.

The Ross County teachers held a three days' institute at Frankfort, December 28, 29, and 30.

The following officers were chosen for the state association of school examiners at Columbus: President, A. C. Deuel; Vice-President, John Hancock; Secretary, D. B. Boyd; Treasurer, M. E. Hard; Executive Committee, R. W. Stevenson, W. J. White, G. W. Welsh.

The matter of a compulsory temperance education is being agitated in some sections of the state.

The state board of school examiners completed the work of the December examination, December 31. The prompt and careful attention to the important duties entrusted to them has won universal approbation from teachers of the state. At the recent meeting there were one hundred and six applicants of whom fifty-three were awarded certificates.

Athens. State Correspondent.

LEWIS D. BONEBRAKE.

ONTARIO.

The first annual meeting of the South York teachers' institute was held at Parkdale, Jan. 20 and 21. The program was an interesting one, and Pres. Frotheringham and Hon. James McLellan spared no pains in making this first meeting a profitable one to teachers.

SOUTH CAROLINA.

Greenwood high school for boys opened this month under the principalship of Prof. S. P. Boozer, A. B., and Prof. George C. Hodges, A. M. Its aim is to prepare for college, and to give young men a practical education for business life.

VERMONT.

The state teachers' association will be held at West Randolph, Jan. 27, 28, 29. Unusual preparations for the meeting are being made, and a strong program will be presented. Several of the best teachers in the state have promised papers on live topics. We are also glad to announce that Dr. J. H. Worman of Troy, N. Y., will give an address on the "Natural Method in Modern Languages;" Pres. T. W. Bicknell of Boston, on "Teachers' Reading and Reading Circles;" Prof. J. B. Sharland, supervisor of music in Boston, on "Vocal Music in Public Schools;" and Miss Josephine Brooks of New Haven, Conn., on "Kindergarten Work." The evening addresses will be given by Rev. T. P. Frost of Montpelier, and Hon. J. W. Patterson, Superintendent of Public Instruction in New Hampshire.

WISCONSIN.

HON. J. B. THAYER assumed the duties of state superintendent on Jan. 3.

HON. W. H. CHANDLER has been re-appointed assistant state superintendent.

The Beloit high school building was damaged by fire to the extent of \$1,000 on Jan. 3.

EX-COUNTY SUPT. SABIN, of Windsor, has entered upon the study of law at the Wisconsin University.

The board of regents of normal schools, not willing to lose the service of Miss Rose Swart, of the Oshkosh normal, who had been offered a lucrative position in the Philadelphia schools, raised her salary from \$1,000 to \$1,500.

Dodge, Manitowoc, and Milwaukee counties pay their superintendents \$1,200 each per annum; 7 counties pay \$1,000, and the majority only \$800.

St. Francis. State Correspondent.

E. A. BELDA.

WEST VIRGINIA.

Another evidence of the good work that county superintendents are striving to do is shown in the monthly report blanks issued by Supt. Vandervort of Monongahela Co. They call for monthly examinations, after which the names of every scholar are entered upon the blank with their standing in all the subjects pursued.

NOTES FROM OUR WESTERN OFFICE.

W. W. KNOWLES, MANAGER.

Christmas and New Year, with their greeting of cheer and good-will, have been entered upon the records of the past; and the active teachers of the busy west have again turned their attention to the school-room and the duties of the present. Almost everyone we meet has a word of hope and confidence for better

results in their respective fields of labor. This comes largely from the inspiration gathered at the state associations, partly from the actual rest which these time-honored holidays brought to the weary brain. Those teachers who have learned how to do their daily work and discharge the duties which devolve upon them at associations, without that complete exhaustion known only to the average teacher, is a long way in advance of the majority; but we are coming!

The various committees provided to arrange for the National Educational Exposition, to be held in connection with the National Association, are at work in earnest. All correspondence in regard to it should be addressed to Albert G. Lane, Chicago, Ill., Director National Educational Exposition. In the natural order of things, without taking unto ourselves undue credit, the National Association of 1887 ought to be, and will be, the largest and the best one yet held. Every teacher in every state in the Union should consider himself as a special committee to help make it so. "We will!"

In La Crosse, Wis., a few weeks ago, the people concluded they would enforce the Sunday law which had been so ruthlessly violated. Accordingly one hundred arrests were made, sixty-three of the parties proving to be saloon keepers. The saloon stands as the acknowledged enemy of law and order, and the incident quoted is but another evidence of this fact. What should be the position of the school toward the saloon? What should be the position of each teacher toward this destroyer of individual manhood and the public peace? If our schools are to aid in securing the welfare of the people by teaching the children to shun that which dishonors and destroys—and this no one will doubt—then there is but one answer to the above questions, viz.: The public school and its teachers must be opposed—actively opposed—to the saloon, first, last, and forever! What we need is more moral courage! Let the schools generate it—it is their duty to do so!

NEW YORK CITY.

The lecture course of the Industrial Education Association opened very auspiciously January 7. President D. C. Gilman of Johns Hopkins University, Baltimore, delivered the opening lecture on "Handicraft in Education." It was very able, setting forth the highest aims of industrial training. The point which he emphasized was, that training of the hand reacts upon the brain, and training of the brain upon the hand, and in promoting handicraft in our schools we promote intellectual development.

"The greatest discredit to the education of the 19th century is the neglect of the hand. The hand is weak, and poor, and inefficient, and can do nothing but turn the pages of a book. A great deal of the lack of accuracy, of precision, and thoroughness is due to lack of hand-training."

With regard to introducing and promoting manual training, he said :

1. The methods of industrial training must begin with elementary work and must proceed by stages varying according to the capacity of each scholar.

2. The methods must not involve too much cost.

3. They must not require too much skill in the teacher.

4. Right ideas must be diffused throughout the community. Industrial education should have its bulletin.

5. Use must be made of the experience of other nations and other ages on this subject. There should be a library connected with the association.

6. The movement must be initiated by private persons until strong enough impression has been made to enlist the co-operation of school-boards.

7. The result of this training is good from the social, moral, and economical standpoint.

IN REFERENCE TO THE NEW YORK CITY SCHOOLS.

The recent action of the Board of Estimate and Apportionment in withholding moneys which the Board of Education deemed essential to the proper prosecution of its work for the coming year has drawn the attention of the public toward the schools, and some of our daily journals have been ready with their criticisms and suggestions. In the judgment of these, instruction in the schools should chiefly be confined to the three R's, followed by a promotion for boys to a workshop, where they can learn trades and become useful mechanics. The promotion of the girls should be into a pleasant kitchen, where they can be instructed in the art and mystery of good cooking, with which too many of that sex are not familiar. All higher education can be dispensed with as the "taxpayers" are opposed to costly schools, deeming them unnecessary. It might be well in passing to inquire who are the taxpayers about whom we hear so much.

Is it not an incontrovertible fact that every person who honestly labors with hands or brains, thereby adding to the aggregate production of the community, though he may own no real estate, yet directly or indirectly pays rent, and so all his mite to the payment of the annual expenses of the city, is a taxpayer, and has the right to say whether the children should not have a fair chance to obtain as good an

education as those of a more favored neighbor, and afterwards permitted to decide whether the boys shall become mechanics, merchants, or professional men, and the daughters qualified for higher positions in life than domestics? As the poorer classes constitute the larger class of the community and pay the rents to the more wealthy owners of property, it would seem that they should have this right. When mechanics are properly appreciated by society and domestics are better respected than they are at present, then we may look for a willingness on the part of some children to select these vocations, but not until then.

The training of the hand is a great advantage to a boy, qualifying him to learn a trade should he desire to do so; and a school where stenography, typewriting, sewing, and cooking are taught is an equal advantage to a girl, thereby qualifying her to compete with her brother in obtaining positions formerly held only by the male sex. Schools of this character can be established and be found useful, without discontinuing any already in existence. Another class of our citizens complain that the schools do not teach religion, that branches are taught which only tend to the development and cultivation of the intellect, enabling men to become sharp in business bargains, and not thoroughly honest and religious citizens. They would make it compulsory on boards of education to add to the present course of studies a sort of religious creed, so framed that all denominations would be prepared to approve of it, as if that were a possible thing to accomplish. Are those who suggest these changes properly acquainted with our schools, and are they prepared to prove that children who attend them are not taught the principles of strict morality, and by precept and example to develop and cultivate character? Are not children taught to be obedient and truthful, to act rightly in life, to love parents and cheerfully obey their commands, acts in conformity to God's will and well pleasing in His sight? And are not teachers required by the manual to exemplify these virtues before their pupils, and not simply to present them in the form of lectures? Are not the reading lessons which illustrate these truths to be carefully analyzed by the class that the members thereof may perceive how vice is punished and virtue rewarded, and so learn to love the one and shun the other?

Are not the reading of the Bible at the opening of the school every morning, the recital or chanting of the Lord's Prayer, and the singing of appropriate hymns designed not to offend any one, of whatever faith, exercises which are well calculated to teach reverence for the Creator, obedience to His laws, and love for whatever is good? And would the recital of a creed, however well memorized, effect the heart to the same extent as these interesting and impressive exercises, which those who complain of our schools have seldom or never listened to? Children come from all classes of society—from homes where love reigns and obedience is required and lovingly practiced, and also from those where there is no obedience except that which is enforced by fear of severe punishment, and where language is spoken which no child should hear, and the latter is a home education very injurious to character, and the effects of which teachers find it very difficult to overcome. In addition thereto the majority of school children spend many leisure hours with street associates, and too often there is no restriction on speech and a fearful disregard of wholesome manners and morals, which are never tolerated in a class-room, and the tendency of which is to make them rough, vulgar, careless of speech, profane, and wicked, and consequently evil-disposed members of society.

Public schools are surely not responsible for such conduct. Is it not the duty of parents to exercise proper vigilance over their children, teaching them lessons of virtue, setting before them examples worthy of imitation, and paying some regard to the character of those with whom they associate? Children in the Sunday schools are taught creeds and religious truths, and yet how many of them are not favorably effected by the teaching? Yea, how many of their superintendents and other prominent church members have yielded to temptation and have been guilty of acts of dishonesty, notwithstanding the teachings of religion; and yet no thoughtful person charges such offences on school or church. Our city schools annually instruct 160,000 children, and those responsible for the instruction can safely point to the vast numbers of those who received instruction therein, who now occupy and adorn responsible positions in the social, business, and political world, and who are honored and respected for their ability, honesty, and integrity. They have become excellent parents, useful citizens, members of the various churches, and have thus honored the schools from which they graduated, and whose lives favorably compare with others who have graduated from private or church schools, of whatever name.

Public schools not only teach correct manners, wholesome morality, but practical religious truths as presented in the sublime teachings of the sermon on the mount; and the pupils' hearts are not neglected, while their intellects are developed and properly cultivated. If parents would supplement the exertions of teachers by wholesome discipline and religious instruction, such as they believe should be imparted, there would be a higher development of character and a love of that which is useful and good, and fewer complaints would be heard against schools, whose teachings are designed to make their pupils honest, intelligent, and therefore valuable members of society.

LETTERS.

TEACHING NUMBER.—A correspondent some time ago urged that children be led to answer "from conviction, rather than from habit." There is no teacher more opposed to parrot recitation than myself, but I cannot get my little girls to answer "from conviction" that two and one are three, until they have been all through five (Grube work). Intelligence in answering seems to dawn so slowly. They can readily see and tell that two objects and one object make three objects; but in the absence of the objects they seem to lose cognizance of the fact. At any rate, they make no arithmetical statement independently of objects, unless I drill them upon its mechanical utterance, as I occasionally do for a sort of tongue practice. As they get well on in the study of four I notice an awakening, and by the time they have completed five they really know what they are talking about. What is your verdict upon my passing to three before they can talk "from conviction" about two; to four when I am morally certain that the facts in three, as abstractions, are a maze to them, and to five before they thoroughly know four?

ROSA DARTLE.

You are right in doing so. For this there are two reasons: 1. All of the child's earlier impressions are indistinct (even an adult gathers the rudiments of a new study but vaguely at first). All this talk about number is new and strange to him, and for a long time propositions given in abstract form must remain wholly meaningless to him. 2. Until several numbers are taught, the child lacks means of comparison. The impression that two added to one makes three is deepened by the knowledge that three added to one makes four. The successive facts in each number relate themselves to the corresponding facts in numbers below it, and the whole chain of intelligence gathers strength from each new link. We judge from your results that you are taking the requisite pains in the linking. Keep up a constant review and be patient in the practice of abstraction. Have a little of it in every lesson, but do not be over hasty. Examine a new pupil's attitude toward the following series of statements: "Two blocks and one block are three blocks; two candies and one candy are three candies; two things and one thing are three things; two and one are three." The first deals with objects seen and handled; the second with objects of which a mental picture is called before the pupil; the third with objects unnamed, and consequently not mentally pictured; the fourth with a pure abstraction, deduced from what precedes it. This is the natural transition from the concrete to the abstract. As the child follows the path, increasing obscurity attends his progress. Do not halt him at the point of greatest darkness and drill him on "Two and one are three," but take him back to the strongest daylight and guide him down the steps again and again, until he knows the way. He will readily recognize and analyze fours and fives of visible objects before he can talk intelligently of two and three in abstraction. Therefore, proceed with four and five, and wait for the power of abstraction to grow; encourage it with a little daily exercise.

EDUCATION INTENDED BY THE CREATOR.—Did the Creator intend that we should be educated?

H. C. H.

We can do little but speculate on this. But, first, it seems to me like the very height of foolishness for an intelligent Creator to place in man an intellectual machinery like ours unless we were to improve it to the best of our opportunities and circumstances. Second, when Christ left the earth, and could no longer personally superintend his mission, and wished to extend it to the Gentiles, he commissioned one of the most polished scholars of the age. Third, the Psalmist said: "Be ye not as the horse or as the mule, which have no understanding," etc. Now, the ignorant man has no understanding. Fourth, Christ chided Nicodemus because he did not "know these things." And, fifth, read the trial of Paul (Acts xxvi.), and note how, through education, he convicted Agrippa and confounded Festus. Surely these things, with many others, show that the Creator intended us to become educated.

McKean Co., Penn.

Com. M. O. CAMPBELL.

THE POWER OF KINDNESS.—Some months since I received the following note from a lady teacher, introducing a little boy to our school:

"Mr. B.—: The bearer of this note is a boy in whom I have become greatly interested. He has been in my class some time, and I have never had anything but the most satisfactory conduct and progress from him. But the poor child has had a very hard and sad life of it, and how he can turn out anything but a ruined child I cannot see, unless he finds a good friend elsewhere."

"He had given much trouble in school (I learn) before he came to my class, but I never saw a child so susceptible to kindness. He seems to respond to it as the thirsty earth to drops of rain. I think his best hope is in a good, kind teacher, and I would be very glad to know his teacher and tell her all I know about him."

"Would it be putting you to too much trouble to ask you to drop me a line, telling me his teacher's name and address? My great interest in the child, and sympathy in his hard life, is my excuse for troubling you."

Signed, "F. G. C."

We are glad to publish the note. If teachers would show more of this personal interest and kindness, many a boy might be saved from reformatories and prisons. How few there are but would have felt relieved to have the unruly boy taken off their hands, and have considered their responsibility at an end. The above is a beautiful instance of a teacher's genuine interest and kindness.

BOOK DEPARTMENT.

NEW BOOKS.

PUNCTUATION AND THE USE OF CAPITAL LETTERS. By John S. Hart, LL.D. Philadelphia: Eldridge & Bro'her, No. 17 North Seventh Street. 74 pp. 50 cents.

This little treatise on punctuation, is a reprint of a portion of the same subject in Hart's composition and rhetoric, and for convenience has been put in separate form. Punctuation as an art, rests largely on arbitrary bases, yet there are some general principles and rules of practice that meet with nearly universal acceptance. To teach these principles and to formulate these rules is the object of this work. Being a small volume, it will come within the means of all, and accomplish a purpose in correcting errors of expression and punctuation, to which a larger and more expensive work might not attain.

ELEMENTARY POLITICS. By Thomas Raleigh. London: Henry Frowde, Oxford University Press; Warehouse, Amen Corner, 163 pp. 25 cents (one shilling).

In the pages of this little volume the author has attempted to define the terms which are commonly used in political argument. These terms are derived from history, morals, economic science, and law; and some knowledge of these sciences is as necessary to the practical politician as an elementary knowledge of physical science is to the mariner. This book is not meant to be a compendium of information or a summary of orthodox political doctrine; its object is to stimulate enquiry and induce the reader to form opinions of his own. It is arranged in chapters, and some of the topics discussed are: The Origin of Society; The Modern State; Political Ideals; Social Inequalities; The State and Social Reform. There is much that is valuable and useful in this little book, and it is well worth a careful study.

GRAY'S ELEGY. With Literary and Grammatical Explanations and Comments, and Suggestions as to How it Should be Taught. By R. Heber Holbrook. Leavenworth, Ohio: C. K. Hamilton & Co., University Publishers. 46 pp.

The author in preparing this work has made no effort toward literary flourish, but rather a simple, plain guide to the beauties of this most matchless poem. It is intended especially for beginners in literature, and some of the comments and explanations are consequently elementary, but fitted most perfectly for the use of teachers in the ordinary sixth reader class. As a book of reference it will be found to be essential, and being the result of practical class management, it will be a help in school work toward filling a program, entertaining and instructive. It is neatly bound in brown and gilt.

ONCE AGAIN. By Mrs. Forester. Philadelphia: J. B. Lippincott Co. 320 pp. 75 cents.

In this volume from the pen of Mrs. Forester, who is one of the most piquant writers of fiction of the day, is found a story of absorbing interest in arrangement and plot. It is an excellent picture of English life, and opens with Mrs. Vernon, the mother, a thorough woman of the world, and her daughter, a rather weak, romantic, dependent girl of eighteen. A young man steals the affections of Miss Vernon, and between them and an old nurse they manage to get into a world of trouble by planning and carrying out a clandestine marriage. The plot of the story is attractive and the characters well sustained all through. In this as well as her other writings, Mrs. Forester shows a thorough knowledge of the world and fashionable life, presenting with a skillful hand the nothings which go to make up fashionable society in high life as well as among the more lowly.

SOME ESSAYS OF ELIA. By Charles Lamb. With illustrations by C. O. Murray. Engraved by R. Paterson. New York: D. Appleton & Co. 236 pp. \$2.00.

It may seem little short of sacrilege to some to attempt the illustrating such works of art as the Essays of Elia, but in the case of the illustrations in the present volume the artist has added most skillfully life-like pictures, which are irresistible, and in many cases furnish food for legitimate mirth. There are more than one hundred of these original illustrations. Some of the Essays selected to form this book are: The Two Races of Men; Mrs. Battles' Opinion on Whist; Dream Children—A Reverie; All Fools' Day; The Praise of Chimney Sweepers; The Old Benchers of the Inner Temple; Poor Relations: Reminiscences of Juke Judkins, Esq., of Birmingham. The artist in his work is found to lay no claim to perfection of sympathy with the spirit, but has brought these Essays together and been governed in the choice mainly by their suitability for artistic illustration.

THE MODERN JEW. His Present and Future. By Anna Laurens Dawes. Boston: D. Lothrop & Co., Franklin and Hawley Streets. 52 pp. Cloth, 50 cents; paper, 25 cents.

This little volume is the reprint of a first edition, which was rapidly taken up and exhausted. In it Miss Dawes points to the fact that the Jewish is the only race which has lasted through all recorded time, as its blood, character, and religion are the same to-day as when the Hebrew nation trod the shore of the Euphrates in ancient time. By a careful perusal of the book we find a variety of causes enumerated why the Jewish element should unite in the formation of a nation in reality as well as in name; and the author advances the fact of Palestine being the most favorable spot for the gathering together of the people. In the presentation of the subject, Miss Dawes is deeply interesting, and her arguments are in the main convincing.

NEW EVERY MORNING. A Year Book for Girls. Edited by Annie H. Ryder. Boston: D. Lothrop & Co., Franklin and Hawley Streets. 196 pp. \$1.00.

It is now no new thing to see a book upon daily scriptural readings or selected portions and verses; but to find a volume of this class prepared especially for girls is an

uncommon thing. The author in its preparation and arrangement, with a sincere love for, and desire to help to a greater cheer in the world, girls in all the different paths of life, has brought together such selections as seemed the most practical. They have been chosen as suggestive for daily comfort, and furnish hints about many common subjects, such as health, exercise, talking, reading, working, dressing. Duty, in its everyday phases, is encouraged; here and there are bits of helpful experience from some well-known woman's life, which may help and encourage toward a noble womanhood. For every seventh day a quotation is given, bearing directly on spiritual things, while for every day some passage has been taken for encouragement or hints toward an earnest living. The selections both of prose and poetry are from the best authors, and cannot but be helpful and healthful to all who follow their precepts.

HOUSEHOLD NOTES AND QUERIES. A Family Reference Book. By The Wise Blackbird. Boston: D. Lothrop & Co., Franklin and Hawley Streets. 115 pp. 60 cents.

Here is a book full of interest, to young people especially, for it is full of facts for everyday use; questions are asked and answered that are being constantly asked, and not always satisfactorily answered, and upon almost every imaginable subject. The care of pets; out and indoor amusements; the best way of doing innumerable things; directions for making useful and ornamental articles; care of mosquito bites; suggestions for dress; hints on etiquette, and taking out stains, are among the many things discussed. Altogether, it is a book which is needed for everyday use, and should find a place in every household. It is neatly bound in light-blue, with gilt lettering, has good paper and clear type.

NOVEMBER. Edited by Oscar Fay Adams. Boston: D. Lothrop & Co., Franklin and Hawley Streets. 213 pp. 75 cents.

The present volume closes the beautiful series of "Through the Year with the Poets," and the editor has taken the opportunity, as the haze of Indian summer is cleared away by early frosts, of placing in verse the soft twilight time of the year. It is not too much to say, that of the seventeen hundred poems which make up the twelve issues, there is not one which does not richly merit its place, and the editor's wide acquaintance among the poets has enabled him to secure many original poems, which adds much to the value and charm of the books. At the close of the volume is found a complete index of authors and contents for the entire series.

A HISTORY OF THE AMERICAN PEOPLE. By Arthur Gilman, M.A. With Illustrations. Chicago: The Interstate Publishing Co. Boston: 30 Franklin Street. 668 pp.

A book from the pen of Mr. Gilman is always welcome, and this history of our own people will be no exception to the rule. In its arrangement and preparation the author has told in brief how America was first settled, what motives first incited adventurers and peaceful settlers to plant colonies on its shores, how these colonies learned that there was strength in union, and that it would be a credit to the world for them to become a nation. Following its course of growth through war and peace, it is a most interesting story, as related by Mr. Gilman. Special passages have been devoted to the manners and habits of the past, and the entire book has been illustrated, which enlivens the story and assist the reader in better fixing in his mind the scenes and people as they are represented before him. In addition, too, notes are given at the bottom of the pages to which they refer, which are full of interest and value.

The illustrations are good, many of them being full-page, and an excellent feature in their case is that battle-scenes have been avoided, and in their place is seen pictures of noted persons, buildings, natural scenery, and sketches illustrating the manners and work of the people at different periods.

TWELFTH REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF CALIFORNIA. 1885-86. Hon. William T. Welcker, State Superintendent, Sacramento, Cal.

In the preparation of this work the superintendent has expended considerable labor, dealing exhaustively with matters of general importance to teachers. He recommends several means of retaining teachers in the profession, speaks in high terms of the teachers' institutes, and in order to professionalize teaching, advocates more permanent tenure of office. He also gives a general survey of the condition of public schools; and recognizing the fact that competent supervision tends to elevate the character of the schools, urges more adequate compensation for county superintendents. Included in the report are extracts of reports from county superintendents, and a number of statistical tables of much value to all interested in education.

REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF PENNSYLVANIA. 1885-86. Hon. E. E. Higbee, State Superintendent, Harrisburg, Pa.

Pennsylvania's state superintendent is certainly an authority upon school matters, and for this reason his recommendations and criticisms are worthy of careful consideration by all interested in education. In order that the teacher may have an opportunity to develop the individual faculties of the children, he urges that teachers' classes number as few pupils as possible, consistent with the appropriations for each school and the number of scholars in each grade. In order that school terms may be prolonged, he recommends that the state appropriate more to districts where the local tax is not sufficient to meet the expenses. He regards with pleasure the increase in the number and the elevation of the standard of teachers, brought about mainly through the normal schools and teachers' institutes. Among other things, he devotes considerable attention to secondary education, school supervision, the construction and sanitary arrangements of school buildings, the observance of Arbor Day, and to the teaching of physiology and hygiene.

His report is followed by state statistical tables of much value.

Included in the state report are extracts from the reports of, and some excellent recommendations by, county superintendents. Altogether, the volume is worthy of careful study, and deserves a place in every educational library.

LITERARY NOTES.

Christian Thought for December is especially a number in which the articles carry out the ideas exactly expressed in the title of the magazine, while the editor, Dr. Deems, vigorously discusses some timely subjects.

The mechanical execution, the literary merit, and the character of the sketches in "American Art," published by Cassell & Co., make this a valuable work upon American art as well as specially attractive as a holiday publication.

The sales of *The Century Magazine* have gone up over 35,000 since beginning the Life of Lincoln.

The second article on the Evolution of the Trotter, written by John Duncan for the *Southern Bivouac*, appears in January.

MR. FRANK P. CRANDON begins the discussion of the "Government of Great Cities," in the January number of *The Popular Science Monthly*, with an article in which the difficulties of the question are forcibly set forth.

The *Magazine of Art* for January is a worthy follower of the beautiful December number of this magazine. The frontispiece is "Pandora's Box." The place of honor is given to Mr. Charles de Kay's account of "Movements in American Art."

The February number of *Scribner's Magazine*, of which 125,000 copies have been ordered as a first edition, will contain a most interesting article, by Mr. John C. Ropes, upon the "Likenesses of Julius Caesar," with 18 portraits, one of which, engraved by Mr. W. B. Closson, will be the frontispiece of the number. A new story is begun in the same number, by Mr. F. J. Stimson (J. S. of Dale), entitled, "The Residuary Legatee." The second instalment of ex-Minister Washburne's "Reminiscences of the Siege and Commune of Paris" is of the greatest interest, describing as it does the most interesting phases of the siege.

In the January number of *Cassell's Family Magazine* is begun a new serial, "Life's Fitful Fever," by Arabella M. Hopkinson. This is followed by a paper on "Phases of Woman's Life" which discusses Childhood and Girlhood.

An interesting feature of the January *Wide Awake* is an article entitled, "An Old House," describing the old Longfellow home on Congress Street, Portland, Me., illustrated with many photographs and drawings.

The January instalment of the Lincoln history, which is of most surpassing interest, occupies thirty pages of *The Century* and treats of Mr. Lincoln's settlement in Springfield; his practice of law in that city; the Harrison campaign; Lincoln's marriage; his friendship with the Speeds of Kentucky; the Shields duel; and the campaign of 1844.

A notable illustrated article in the February number of *Scribner's Magazine* will be "The Likenesses of Caesar," by Mr. J. C. Ropes. For years Mr. Ropes has been collecting photographs of the head of Julius Caesar, as it appears in the busts and statues of him. The article is a description of this unique collection, and is finely illustrated with reproductions of the most striking portraits among the number.

MESSRS. D. C. HEATH & CO. of Boston have issued two little pamphlets which teachers will do well to examine. One is the preface and the index of subjects to "Hints on a Bibliography of Education," by G. Stanley Hall and John M. Mansfield, recently published by them, and the other is an essay on "The Scientific Treatment of Education," reprinted from the *Princeton Review* for September.

PROF. WILLIAM JAMES of Harvard College, will occupy the first place in *The Popular Science Monthly* for February, with a paper on "The Laws of Habit."

An important addition has been made to Worcester's Unbridged Dictionary of nearly 12,000 personages, and a New Gazetteer of the World, noting and locating over 20,000 places.

L. H. LUCE, M.D., has, in the press of D. C. Heath & Co. of Boston, a new book entitled, "A Synopsis of the Nature and Effects of Alcohol and Narcotics."

The Writers' Publishing Co. of New York, have now ready the "Handbook of School Superintendents for 1887."

BOOKS RECEIVED.

An Introduction to the Study of Robert Browning's Poetry. By Hiram Corson, LL.D. Boston: D. C. Heath & Co.

Bye-Baby Ballads. By Charles Stuart Pratt. Water Colors and Decorations by F. Childe Hassam. Boston: D. Lothrop & Co. \$2.

St. Nicholas. An Illustrated Magazine for Young Folks. New York: Century Co. Vol. XIII. In Two Parts. Nov.'85 to Oct.'86. Price, \$4; \$2 for each part.

American Literature. 1887-1888. Vol. I. The Development of American Thought. By Charles F. Richardson. New York: G. P. Putnam's Sons.

The Story of the Saracens. By Arthur Gilman, M.A. New York: G. P. Putnam's Sons. \$1.50.

An Elementary Course in Practical Zoology. By Buel P. Colton. Boston: D. C. Heath & Co.

The Standard Oratorios. By Geo. P. Upton. Chicago: A. C. McClurg & Co. \$1.50.

Queer Quoties and Ready Replies. By S. Grant Oliphant. Boston: New England Pub. Co.

One Hundred Famous Americans. By Helen Ainslie Smith. New York: Geo. Routledge & Sons. \$1.50.

Drawing From Memory. By Madame Marie Elizabeth Cave. New York: G. P. Putnam's Sons.

Household Notes and Queries. A Family Reference Book. By The Wise Blackbird. Boston: D. Lothrop & Co. 60 cents.

Whist Scores and Card Table Talk. By Rudolph H. Rhinehardt. Chicago: A. C. McClurg & Co. \$1.50.

A Mirage of Promise. By Harriet Pennawell Beit. Philadelphia: J. B. Lippincott Co.

Pure Gold. A Novel. By Mrs. H. Lovett Cameron. Philadelphia: J. B. Lippincott Co. 75 cents.

New Every Morning. A Year Book for Girls. Edited by Annie H. Ryder. Boston: D. Lothrop & Co. \$1.

26,587,335
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Read the following and note the large number of bottles distributed. We guarantee these figures to be correct, as our sales-book will prove.

Boston. - 1,149,122

E. D. CROSMAN (Brockton, N. Y.) was a victim of annoying bladder disorder. He consulted a number of first-class physicians without benefit. He says, "I would gladly have paid any physician \$100 could he have done what a few bottles of Warner's SAFE Cure did for me. I continued its use until I am thoroughly cured and am to-day perfectly free from all urinary troubles."

Providence. - 171,928

MRS. ELLEN DEGRAFF (Amsterdam, N. Y.), was an invalid for twelve years, and lived for five months on milk and brandy. The doctors said there was no hope for her. She was troubled with blood-tumor and dropsy. After a thorough course of treatment with Warner's SAFE Cure, she says, "I am better than since my girlhood, and to it I owe my life."

Portland, Me. - 441,105

H. B. KINNEY, (Prop. Weldon House, Earlville, N. Y.), began to decline in 1875 from Bright's Disease, but after using thirty-five bottles of Warner's SAFE Cure, "was a well man once more." A year after was prostrated with a severe cold; rapidly grew worse. A council of physicians could do him no good. Did not

Bal. of New Eng., 441,753

pass water for four days. Doctors failing, resumed the use of Warner's SAFE Cure, and was again thoroughly restored to health.

N. Y. State. - 3,870,773

W. B. BARGY (Rochester, N. Y.), in 1883 had a 7 year old daughter who complained of blindness. She then wasted away to a skeleton; a hard swelling appeared upon her left side which nearly equalled her head in size. The doctors gave all sorts of causes, but she kept growing worse. Upon the advice of Prof. Latt more, State Chemist, he says, "we began to use Warner's SAFE Cure, and to-day she is one of the healthiest and most vigorous of children."

Pennsylvania, 1,821,218

THOS. BEMISH (75 Hampshire St., Buffalo, N. Y.), in 1881 contracted a cold which settled in his kidneys, and laid him up for some time. After using five bottles of Warner's SAFE Cure, however, he says, "I have never had a return of the complaint and am to-day strong and well."

Chicago. - 2,808,693

CAPT. W. D. ROBINSON (U. S. Marine Insp., Buffalo, N. Y.), in 1885 was suffering with a skin humor like leprosy. Could not sleep; was in great agony. For two years tried everything, without benefit. Was pronounced in-

curable. "Twenty bottles of Warner's SAFE Cure completely cured me, and to-day I am strong and well." (Feb. 5, 1885.)

Detroit. - 848,946

REV. BENJ. F. HALL (New Castle, N. Y.), suffered for a year from malaria and disordered kidneys. He lost 30 pounds of flesh, and suffered great pain in the back, depriving him of sleep and appetite. Under the operation of Warner's SAFE Cure he was restored to health and able to return to his work.

Milwaukee. - 458,894

THOS. R. L. MILLIS (248 Raymond St., Brooklyn, N. Y.), in 1875 taken sick with Bright's Disease. The doctors failed to help him, and after using Warner's SAFE Cure for a year he writes (Dec., 1886), "Warner's SAFE Cure has enured me permanently."

Minnesota. - 648,017

REV. P. H. CARVER, (North Bergen, Genesee Co., N. Y.), prostrated with Rheumatism and could not be cured by any expedient of the doctors. After a thorough course of treatment with Warner's SAFE Cure has had no Rheumatism for six years. His age is 76.

Bal. N. W. States 1,767,149

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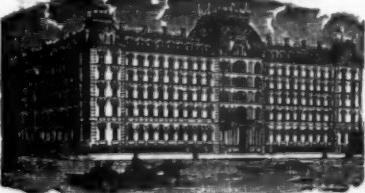
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Cleveland. - 682,632

So'th'n States, 3,534,017

FAYETTE HASKELL (Lockport, N. Y.), had lain on his back for ten years. Often could not walk without a cane. Was troubled with retention of water, which was full of sediment; suffered tortures. "Warner's SAFE Cure effectively and permanently cured me."

Cincinnati. - 873,867

EX-GOV. T. G. ALVORD (Syracuse, N. Y.), in 1884 began running down with General Debility, accompanied with a sense of weight in the lower part of the body, with a feverish sensation and a general giving out of the whole organism. Was in serious condition, confined to his bed much of the time. After a thorough treatment with Warner's SAFE Cure he says: "I am completely restored to health by its means."

Bal. Ohio. (State,) 633,158

MRS. J. J. BAYNE (62 Lake Avenue, Rochester, N. Y.), in 1882 was taken to Clifton Springs Sanitarium with Congestion of the Liver and Rush of Blood to the Head; purple spots; extreme stomach disorder, and all the serious disorders known as female complaints. The Sanitarium doctors said she was the worst case they ever saw. Lost 40 pounds of flesh in two

months. Suffered with intense headache and was unable to sleep. After a thorough course of treatment with Warner's SAFE Cure she says, "I never was so healthy."

Canada. - 1,467,824

GEN. H. D. WALLEN (144 Madison Avenue, New York), scarcely able to walk two blocks without exhaustion, and, having lost flesh heavily, began the use of Warner's SAFE Cure and says: "I was much benefited by it."

St. Louis. - 1,530,527

D. M. DEWEY (Rochester, N. Y.), suffered for many years with Sugar Diabetes, his doctor being unable to benefit him. He then began to use Warner's SAFE Diabetes Cure, and after a thorough treatment, wrote: "I find myself cured."

Kansas City. - 717,860

C. D. DEWEY (Batavia, N. Y., Pres. Johnston, Harvester Co.), was thoroughly run down in health, and seemed likely never to recover. He grew no better under any other treatment

Bal. S. W. States. 746,789

until he began the use of Warner's SAFE Cure, which he says "has cured me."

San Francisco. 1,242,946

W. H. WINTON (Business Mngr. Kingston, N. Y., Freeman), reported the case of a friend who was cured of Bright's Disease of the Kidneys when there was "no hope for him," by his physician secretly prescribing, in a bottle of his own, "Warner's SAFE Cure. Thousands of physicians effect cures of this dangerous disorder who are not frank enough to give the credit to Warner's SAFE Cure, which does the work."

Bal Pacific Coast 732,316

MRS. THOS. SCHMIDT (Wife of the Vice-Consul of Denmark, 60 Wall St., New York) reported that her little son, after an attack of Diphtheritic Sore Throat eight years ago, was afflicted with Bright's Disease in advanced form; by the advice of Gen'l Christiansen, of Drexel, Morgan & Co., Bankers, New York, she prescribed Warner's SAFE Cure, with the consent of the physicians, and reports, "the physicians say that he will be perfectly well."

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THE PUBLISHERS' DESK.

When the great Benj. Franklin drew lightning from the sky he little realized to what wonderful purposes his discernment would eventually be turned. Had he known that in the course of time this fiery agent he had chained would be led into the gentle ways of soothing and healing for the benefit of mankind, no doubt he would have been even more satisfied than he was.

But what this great mind was still in ignorance of, has been revealed to the majority of the present generation. We may say in common parlance "everybody knows" that electricity is one of the grand remedial agents of the times. But there are still some people unaware of the fact that among the most useful electrical contrivances now in vogue, the Wilsonia Magmatic appliances stand in the front rank.

The company manufacturing these articles realizes that prevention is better than cure, and has turned its attention chiefly to the manufacture of chest and lung protectors and invigorators, as among the best preventions of pneumonia, bronchitis, asthma, and all chest and lung affections.

Considering the exceptional value of these appliances and their very low price, one can hardly do better than give careful attention to their claims.

Elsewhere in this issue we present a large advertisement of H. H. Warner & Co., setting forth the fact that up to December 27, 1886, they had sold the enormous amount of 26,587,335 bottles of "Warner's SAFE Cure" in North America alone, to say nothing of the European and Australian trade. These figures seem almost incredible, but coming as they do from a house so well-known and honorable, we feel safe in attesting to their truthfulness. "Warner's SAFE Cure" has certainly been a great boon to the suffering, and its success has depended altogether upon its own merits. For Kidney, Liver, Blood and Urinary trouble, and especially for Female Complaints, its equal was never known, and for this reason it deserves all the praise which it receives.

Traveling men should investigate the advantages offered by the GRAND UNION HOTEL, New York, as stopping place for the commercial fraternity. It is strictly first-class in every particular, and is conducted at prices that cannot but command the attention of travelers, who wish to live well and at the same time save their houses as much as possible in the way of expenses.—*Merchant Traveler.*

There is no work that produces a greater strain on the strength than teaching. When the teacher gives out and needs repair, what shall he do? Some try drugging, and for time are enabled to keep going. But a wiser man stops work, for it is work that is killing him. The country is generally sought for rest and pure air. One of the best places to get these is at the "Home on the Hill Side," Experiment Mills, Pa. This is a large, well-appointed house under the charge of Dr. Hurd, formerly of the celebrated Dansville Water Cure; in fact, much of the celebrity of the Dansville Cure is due to Dr. Hurd. Mr. Amos M. Kellogg, and his daughter, spent some months here and were much benefited. Those who go to the country to board, will get great advantages here at no increased cost (over first-class houses). The advice and hygienic treatment obtained, add 100 per cent. to the good effects of rest and pure air and good food. It has many teachers as patients, because they see the force of this.

"But pencils are like poppies spread:
We grasp the butt and break the lead;
Or like the horn-pont in the river,
It's sharpest point soon lost forever."

But my dear, complaining, well-intentioned, put misguided poet: All this trouble arises from the fact that you do not use Dixon's American Graphite Pencils, the wonderful smoothness and toughness of whose leads is one of the marvels of American manufactures. They are made in 10 degrees of hardness so as to furnish proper grades for every class of work or individual want. If your stationer does not keep them, mention N. Y. SCHOOL JOURNAL, and send 16 cents for samples worth double the money. It is a positive pleasure to use them.

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they are only putting off the day of their final break down: for drugs are at best only a delusion; they never radically cure. Others will go to the country where they can get the best air.

This is a wiser plan. But a better plan is to go where they may get the advice of a competent physician and such special treatment and advice as their case demands; for merely boarding in a healthy place is negative; they need something positive, well defined and specifically regulated as regards their whole daily life, as much so as would be required to make success of a school.

This they can get at the Wesley Water Cure.

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CASH CAPITAL.	\$8,000,000.00
Reserve Premium Fund.	\$11,637.00
Reserve for Unpaid Losses and Claims.	378,483.00
Net Surplus.	1,997,996.10
CASH ASSETS.	\$7,618,116.00
SUMMARY OF ASSETS.	
Cash in banks.	\$845,705.00
Bonds & Mortgages, being 1st lien on R.R.'s.	\$97,550.00
Common Stock (market value).	\$79,520.00
Bank & R. R. Stocks & Bonds (market value).	1,222,550.00
State & City Bonds (market value).	222,000.00
Loans on Stocks, payable on demand.	122,850.00
Interest due on 1st January, 1886.	97,666.00
Premiums uncollected & in hands of agents.	\$1,810,900.00
Total.	\$7,618,116.00

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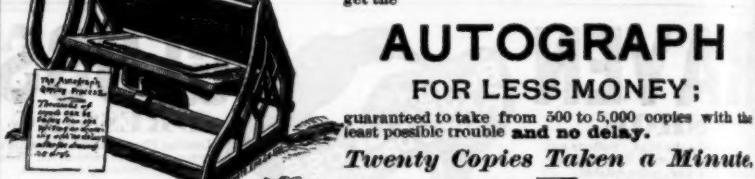
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